

Childhood Education

**For Those
Concerned
with Children**

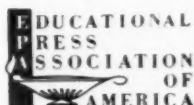
**To Stimulate Thinking
Rather Than
Advocate Fixed Practice**

Next Month—

"Toward Maturity: We Grow As Responsible Group Members" is April's theme. Planning editor is Alice Miel.

Four faculty members of the University of Illinois discuss together developing children's sense of responsibility through group membership. Children's group roles are illustrated by Robert Sowers and Joseph S. Preston and Aline V. Higgins.

Cassie Moorman and Mildred V. Jones trace the growth of responsibility among children in their school. Thumbnail examples of learning about children through observing them are drawn together by Vivian Johnson. The teacher's role in helping children be part of a group is discussed by Dorothy J. Welch. Helping the very young to fit into a group is described by Helen E. Buckley.



REPRINTS — Orders for reprints (no less than 50) from this issue must be received by the Graphic Arts Press, 914 20th Street, N. W., Washington 6, D. C., by the fifteenth of the month.

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL
1200 15th ST., N.W., WASHINGTON 5, D. C.

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DOROTHY S. CARLSON, Assistant Editor
MARY E. LEEPER, Business Manager
ALIDA H. HISLE, Advertising Manager

Subscription \$4.50. ACEI membership (including subscription) \$7.00. Single copies 75 cents. Send orders to 1200 Fifteenth Street, N. W., Washington 5, D. C. . . . Entered as second class matter at the post office at Washington, D. C., under the act of March 3, 1879. Copyright 1951, Association for Childhood Education International, Washington 5, D. C. Published monthly September through May by



Institute of Child Welfare, University of Minnesota, Illinois

They help each other solve problems.

Toward Maturity: Helping Children Solve Problems

CAN THE SCHOOLS BY HELPING CHILDREN LEARN TO SOLVE THEIR PROBLEMS on their own level help prepare them to attack the problems which are thrust upon them in later years?

We cannot know the problems the future holds for the next generation of world citizens. One thing we know—the best living today is the best preparation for living tomorrow. If, then, our future citizens can learn to meet their problems today with resourcefulness, skill, and confidence, they will be developing ways to meet their problems of tomorrow.

Basic to maturing, to solving problems at any level, is the belief in oneself. In our homes and in our schools we must provide for every child conditions which give that feeling of being loved, of "being in," of being wanted. Acceptance in the group as a person of worth is more conducive to maturing, problem-solving behavior than praise or blame given by an adult.

Growing in more satisfying relationships with peers is one of the major requirements of growing maturity. Sharing the thinking, the work, the satisfactions, and disappointments helps the individual develop in his relationships with others. Efforts for a common purpose give a good background against which to measure attitudes and habits of work that contribute to cooperative accomplishment.

Learning experiences close to the lives of children present problems that are simple and realistic. When seventh-graders plan the writing of a play or kindergarteners plan to make a garden, they have opportunities to carry a problem through all the steps to solution. They learn the techniques of gathering together the facts, understandings and skills which apply to the particular problems, of deciding upon action and carrying it out, of analyzing and organizing, of looking critically at what they have done with an eye to knowing how to do it better. From the knowledge of having successfully coped with problems can grow the conviction that problems can be attacked and something can be done.

Decisions on action need to be made not on the basis of "What do we want to do?" or "What do the majority want?"—but rather—"What is the best thing to do for the purposes we set?" and "What is best for our group, for the whole school, for our town?" Making decisions on the basis of common good and living up to agreements help develop a sense of responsibility.

The school in providing an environment to help girls and boys grow toward maturity encourages variety. The fact is cherished that there are many individuals each with unique talents, interests, and levels of growth. The environment is not bound by the narrow restrictions of workbooks, "grade standards," rigid daily schedules. It is broad and rich in resources and possibilities of resources, in opportunities for creative and cooperative thinking and action. Such an environment has innumerable problems, realistic, down-to-earth problems which can be attacked with zest, inventiveness, and growing skill.

THE SCHOOLS CAN HELP PREPARE FUTURE CITIZENS TO ATTACK THEIR problems by helping them as children solve problems on their own level, day by day. At the same time children can be living happily and richly, growing in respect for themselves and respect for others—growing toward maturity.—JOYCE COOPER, *supervisor of elementary education, State Department of Education, Olympia, Washington; special planning editor for this issue of CHILDHOOD EDUCATION.*

***Constance Carr
becomes Editor of
Childhood Education***



The Association for Childhood Education International is pleased to announce the appointment of Constance Carr as editor of *CHILDHOOD EDUCATION*. She also will edit the Association's membership and general service bulletins.

Miss Carr, a graduate of Iowa State Teachers College at Cedar Falls, holds a master's degree in education from Northwestern University. At present she is a doctoral candidate at the University of Minnesota. In addition to her work in education she has studied in the fields of journalism, creative writing and the arts.

Miss Carr, a former member of the faculty at Iowa State Teachers College, is a part-time instructor in the College of Education of the University of Minnesota. She has had varied experiences as a teacher of elementary children in Iowa, Glencoe, Illinois, and in Venezuela.

She is an active member of the Association and is familiar with its services, including the publications. Miss Carr will participate in the ACEI Study Conference in Seattle in March and in the meeting of the Editorial Board to be held then. She will begin her work at headquarters in Washington, D. C., in June of this year.

JENNIE CAMPBELL
President, ACEI

Faith To Face Our Troubled World

EVERY EFFORT DEMANDS ITS SUPPORTING FAITH, FAITH THAT THE effort can succeed. Faith, based on reasonable grounds for hope, becomes the active will to risk the necessary effort. Because teachers face a troubled world and must educate for a better day, they too need faith in their efforts. Such a faith would provide the activating zeal, hope, and confidence in themselves and their cause.

Is such a faith reasonable? Do the facts justify it? Can man hope to make a success of his world? Can our education hope to rear rising generations to build a world good to live in?

Before modern times, man had no thought to change the pattern of the world. It was Galileo whose testing of theory by its observed results gave to the world a new faith in man. More changes have followed during these three hundred and fifty years than in all preceding human history. The first flush of this new faith went too far. Herbert Spencer asserted that man could eventually make "evil and immorality disappear" and himself "become perfect." Spencer ignored the evils which normally follow an advance. The automobile, a true advance, now plagues our cities with the yet unsolved "traffic problem." The marvelous advances of science have brought the atom bomb, which perhaps threatens civilization.

Whence has come the present weakened faith? Two world wars, the greatest known depression, and now the division of the world into two apparently irreconcilable outlooks have brought the widespread "retreat from reason," the questioning whether man can or will so control himself as to maintain a decent civilization.

Is hope then impossible? No. A larger view supports the needed faith. For the million years of man's life on earth, war has been a continuing occupation. As against this (1) only five thousand years ago did man first achieve a sensitive conscience to the rights of personality itself, irrespective of rank; (2) only twenty-five hundred years ago did man first achieve critical thinking regarding his culture; (3) only three hundred and fifty years ago did man begin to base his science on tested outcomes; (4) for only the latter half of this short time have even the most advanced nations granted freedom of speech and press; (5) for only a like short time, or less, has man critically studied education as means to improving the social process.

WE HAVE JUST BEGUN TO USE THE FINER TOOLS OF CIVILIZED EFFORT. Discouragement is not justified. Present difficulties are but early fumbblings. The method of intelligence must profit by its failures. The good at stake is too great for hesitation. We have full right to faith. We must go forward.—WILLIAM HEARD KILPATRICK, *professor emeritus of education, Teachers College, Columbia University.*

Children's Problems or Ours?

A child shrinks from other children in his group; or, he charges into their midst with overbearing aggressiveness. Either situation represents a problem. How such problems get started is the absorbing topic of Alice Elliott Siemons, elementary supervisor, Division of Education, San Francisco State College, California.

WHEN THE CAUSES OF CHILDREN'S BEHAVIOR are analyzed, we have reason to wonder whether certain existing personality problems are actually children's problems or ours. The child comes into a world he had no part in making with a heredity over which he has no control. During his early years the conditions of his existence are determined for him. There is no opportunity for the child to indicate what kind of person he wants to be. Through contacts with his family, the child's pattern of personality is developed for better or for worse.

The child's next major contact with adults is with teachers who, second only to parents, wield the greatest influence on the child's development. Again circumstance is usually the determining factor. Few children have the privilege of choosing their teachers.

Now it is hardly to be suggested that the present arrangement for the distribution of parents and teachers could or should be changed. However, the child's lack of responsibility for either his heredity or his social and emotional environment should give us cause to evaluate our influence on the developing personalities of children.

What responsibility do we have for the social and emotional problems which develop among a substantial number of children? Are we meeting one of our most important obligations—that of

maintaining and promoting good emotional health among children who are already well-adjusted and helping those who have social and emotional difficulties to develop better balanced personalities?

The Responsibility Is Ours

Through experiences with those about him the child during his early years is not only developing a feeling toward himself and toward the people in his environment but is finding out how people feel about him. By the time the child enters school the general pattern of his behavior has been determined by the sum total of his previous experience. He has certain expectations regarding how he will be accepted by both adults and his peers. At times it seems that there is little that the school can do to help children change personality patterns already established. In fact, it would appear that in some situations the school program tends to contribute to children's emotional problems rather than to provide the much needed guidance.

The school cannot assume that the home has sole responsibility for the emotional development of the child and thus assign all responsibility for existing problems to factors outside the school program. Although basic personality patterns are established in the home, school experiences are also of great im-

portance in the child's social and emotional development. Certainly experiences with teachers and with other children contribute to the child's concept of himself and how others feel about him.

How Schools Can Help

The school is the only agency in the community that has contact with all children. Further, its personnel is equipped through preparation and interest to deal with the needs of children. Other community agencies with which the school should cooperate offer help to children in many specialized ways but the school is the one institution established to serve the needs of all children.

What, then, is the school's role in helping emotionally healthy children maintain good adjustment and in bringing aid to those who are maladjusted? Three major responsibilities of the schools are recognized in this area. *First*, the school program should insure the satisfaction of children's basic social and emotional needs. *Second*, the school should help parents understand the importance of social and emotional health and their role in its development. *Third*, the school should make available the specialized services of guidance personnel whose backgrounds of preparation qualify them to give remedial help to those children who have emotional problems.

Schools have made provision for these three major responsibilities in varying degrees. In some school situations the concept of what needs should concern the school has tended to be a narrow one. Intellectual development has been stressed. Social development has frequently been ignored. Practice has actually run counter to what we know contributes to good emotional health. Further, such programs have failed to recognize the interdependence among

intellectual, social, emotional, and physical development. In order to provide for these needs school personnel must recognize their nature and the means by which they may be satisfied to the child's best advantage.

Meeting Social and Emotional Needs

When those working with children provide for social and emotional development quite as definitely as they do for intellectual development, certain provisions are made in the program.

The school program should contribute to children's feeling of personal worth through provision for successful accomplishment and realistic self-appraisal.

Even though we have known for some time that individual differences are here to stay, schools continue to create problems for children through failure to adjust the curriculum to their individual needs and abilities. Holding the same standard of accomplishment for all children is one way in which the school contributes to children's feelings of inadequacy.

A child can hardly be expected to build confidence in his ability to deal with his everyday problems of living when he is continually frustrated by the nature of the problems provided in the program. Expectations in all areas of the curriculum should be founded on what each child through application is able to do at that time. If the program provides for children's individual differences, each child can know the satisfaction of successful accomplishment according to his abilities.

While we want children to develop a feeling of confidence, it should be a confidence which is in harmony with reality. Children should be helped to develop an understanding of their strengths and limitations. Those of superior ability should

be challenged to high standards of accomplishment. The challenge should provide for eventual success but should not leave the child with the feeling that he can succeed without doing his best. Emotional stability of children can be enhanced through the development of habits of realistic self-appraisal.

We have long known that learning occurs best when experiences have meaning for the individual in terms of his own background of experience. When we present abstract problems, vocabulary beyond children's present needs, and social and scientific concepts above their level of comprehension, we force children to function in situations which have little meaning for them. Those who are able to learn through memorization have a measure of success since they are able to satisfy the teacher. Those who do not learn as well through verbal means do not experience a sense of worthy accomplishment. It is questionable whether either group will apply its learning effectively in real life situations.

The school program should contribute to children's feeling of personal worth through the kind of human relationships it develops among children and among children and adults.

The socialization of children should be one of the main goals of the elementary school program. Yet in some classrooms good social relationships among children are hindered rather than developed. Quiet is held in higher esteem than the promotion of friendliness and sociability.

High in importance among the problems of elementary school children is that of being an unsocial individual. The child who withdraws from relationships with his peers is showing a type of insecurity which the school should take definite steps to correct. One approach

to helping such children is in the attitude of the teacher toward them. A teacher who accepts all children as being individuals of importance and worth contributes to the security of those who are doubtful regarding their status.

A well-balanced program of experiences in which all kinds of competencies are used provides an opportunity for children to make an appreciated contribution to the group, thus building up their status with their peers. Through sociometric techniques the teacher may find opportunities for grouping potential friends and also to avoid situations where relationships lead to conflict.

Not only should the peer relationships among the children be considered of importance but the school should be acutely aware of the quality of the teacher-pupil relationships. Just as the school program should contribute to children's confidence in themselves so should the teacher's attitude make its contribution to children's feelings of personal worth. The teacher who accepts others, who is friendly and consistent, helps children build faith and trust in themselves and others.

The teacher who fails to accept and respect children as individuals, who looks upon children as a group to be controlled according to her standards of behavior, who creates tension through inconsistency, creates an atmosphere which develops fear and anxiety among children in regard to their worth as individuals and their relations with others.

Helping Parents Meet Needs

Just as the school contacts all children it has an opportunity to establish relationships with all parents. Teachers need the type of information that parents can provide in order to understand each child's pattern of development. School

personnel can be of great help to parents in developing their understanding of children's needs at the various maturity levels and in interpreting the school program in relation to those needs.

Through parent-teacher conferences, teachers may help the parent understand his child's behavior better. Because the teacher has had preparation in understanding children, a background of experience with many children, and an opportunity to study the behavior of the individual child, he is able to reassure parents on many points and to guide the parent's thinking on others. Parents should come to feel that the teacher is interested in the child's good adjustment and is willing to help both the parent and the child.

In addition to the individual conference the school can help parents greatly through parent meetings. Room meetings and large group meetings are frequently effective in bringing needed information to parents. A consistent program of parent education can result in greater awareness and understanding among parents and teachers.

Specialized Guidance Services

While it is recognized that teachers are in a favorable position to help children promote and maintain emotional health, it is also realized that teachers are not prepared to deal with the more severe

emotional problems of children. To provide guidance for these children, the school system should maintain guidance services with personnel who are prepared to help both children and parents.

The contribution of the teacher is to recognize those whose maladjustments require specialized care and to refer them to the guidance center for help, to study the child's behavior and to make available to the center all information gathered, and to follow the recommendations of the guidance personnel in improving the child's situation either in the home or at school or both. Certainly the teacher should make every effort to avoid complicating the problems of children by offering remedial help which he is not qualified to give.

It is well to remember that all children have social and emotional problems of varying degrees. These problems have developed as a result of the social and emotional environment in which the children have developed. Adults—parents and teachers—have contributed to these problems and it is to adults that these children must turn for help in meeting them. What we already know about the emotional needs of children must be put into practice, and we must seek even better ways of providing an environment which will maintain and promote children's good social and emotional adjustment.

TEACHERS OF ALL PEOPLE CAN LEARN TO UNDERSTAND THEMSELVES and to lift their sights, instead of letting themselves live on that low level of mental health which magnifies every obstacle and difficulty and gives way to frustration, negativism and despair.—Laura Zirbes, ACEI Study Conference, Asheville, North Carolina.



Courtesy, Chicago Public Schools

Children Solve Their Problems . . .



Courtesy, Helen Christianson, Los Angeles

Nursery

Kindergarten

Primary

Intermediate

... Nursery

Frances S. Stiles, associate professor of child development, State College of Washington, Pullman, shows us how the nursery school teacher helps a small child work out his problems, principally matters of adjustment to new surroundings and new people. An interesting guide for teachers is a "behavior equation" which indicates the interaction among wants, resources, and environment as determinants of behavior.

EVERY CHILD HAS HIS PROBLEMS, AND a well-trained and understanding nursery school teacher is ever willing to help him solve them. But first she must recognize existence of the problem. She most frequently becomes aware of difficulty through observing the child's overt behavior, but she usually finds that recognition of overt behavior is not enough.

If behavior is to be understood, characteristics of the situation as well as characteristics of the child who reacts in that situation must be considered. Since behavior may be complex and analysis of a situation extremely difficult, even the best teacher cannot expect to solve all problems and realize every objective she has set for the group and for individual children. However, she can strive to become a keen observer, aware of situations where her assistance is needed, and to acquire through study and experience better ways of guiding young children.

One means found useful in helping teachers to understand children's problems—and hence their own—is a "behavior equation" devised by Ralph Ojemann of the University of Iowa. The equation— $W + R + I.E.S. = B$ —may be read as follows: *wants* interacting

with *resources*, interacting with *immediate environmental setting* equals *behavior*. Lists of wants—"needs," "drives," or "motives"—may be found in educational literature, but most of them include such physiological drives as the need for food, rest, physical activity, fresh air, shelter, and such social wants as love and affection, sense of belonging, likeness to others, approval, recognition, success, and new experiences. All such needs are basic to the one fundamental need, "security."

"Resources" include the physiological and psychological means which the individual has available for achieving his goals. These include physical health or energy, intelligence, knowledge, skills, attitudes, and the emotional maturity which may be expected at the individual's level of development.

The immediate environmental setting refers to the situations in which the behavior occurs—home, school, church, community. Such factors might well include physical surroundings and the people, both adults and children, who influence the behavior of the child.

This behavior equation is not a fool-proof recipe but a guide in the causal approach to behavior which is an important step in helping a child to solve his problems. It is necessary to think of behavior in terms of underlying determinants rather than being directly concerned with the overt behavior itself and the most convenient method of temporarily changing or thwarting it. We must avoid using a surface approach. Behavior usually can be changed by altering one or more of these causes. ["Cause" as used in this discussion means a factor

or a condition which led up to the behavior described.]

What are some of the typical problems of the nursery school child which may be analyzed from the standpoint of this causal approach to behavior? Perhaps the most typical and crucial problems are met in those situations in which the child must make adjustments to new experiences. There are the initial adjustments essential in making the transition from home to school and those which are necessary in winning acceptance by other children.

School Is a Big New World

Young children differ in their reactions to the nursery school. Jimmy may readily accept this as a desired new experience. He is eager to explore, makes immediate use of a piece of play equipment, and he may even ask his mother to go home. On the other hand, Bobby, who makes no attempt to leave his mother, may cling to her or cry if she walks any distance from him.

This range of behavior from eager acceptance to rejection of the nursery school is dependent upon the child's previous experiences. He will select methods of behavior which he feels will satisfy his needs. Every nursery school teacher who anticipates and accepts behavior resulting from insecurity when the child finds himself alone in new surroundings and with unfamiliar adults and children, plans to meet the need for love and belongingness in numerous ways in order to ease this transition from home to nursery school.

Prior to the child's entering school the teacher may have a conference with the parents to give them a glimpse into the philosophy of preschool education, specific information pertaining to school policies, and an understanding of this

initial period of adjustment for the child and his parents. They, in turn, give her a clearer picture of the child in his family setting. It is important that such a conference be informal and foster enjoyable and satisfying parent-teacher relationships. It is desirable that this conference be followed by a visit from the mother and child at an hour when school is not in session. This will give the child freedom to explore his new environment and to meet his teacher without the added burden of having to adjust to other children.

There are additional techniques for setting the stage. The new enrollees will be brought gradually into this new environment during the first week or two of school so that the teacher will be able to give these children more individual attention. In all probability the teacher will describe the new child to her assistants so that he will be greeted by name on his first day of school. His mother will have been asked to come prepared to stay at school until the child shows a willingness for her to leave.

Thus, when the Bobbies enter nursery school they are welcomed by at least one familiar adult in surroundings not completely strange. Mother is near, but it is desirable that she remain only so long as her presence means security for the child. She may leave him the first morning explaining where she is going and when she will return. It may be advisable for her to stay several days or for a week or two. Perhaps she and Bobby will stay only part of each day during this period of adjustment.

The teacher and mother may decide that Bobby is not ready to accept nursery school and that perhaps school should be postponed for a few months. The child may accept his teacher as a "mother-person" and be willing to have

his mother leave before he is ready for group experiences with other children or he may accept the other children before he shows a readiness for his mother to leave.

The nursery school teacher has helped the new child to solve his problems of initial adjustment by changing environmental factors in order to satisfy his basic needs for security.

The Newcomer and Other Children

The behavior of any child is influenced by the relation between his interests and needs and those of the other children in the group and by the methods he uses to satisfy his needs.

On several occasions Ann had been watching a group of boys constructing a train with large hollow blocks and later engaging in dramatic play. One day she approaches George, the leader, pushes him and pulls at his sweater but says nothing. He slaps her and she immediately runs crying to her teacher. The teacher questions her, "Did you want to play train with them?" Ann sobs, "Yes." The teacher continues, "I don't believe George understands. He thinks you are just bothering him. Let's go and tell him about it."

She takes Ann by the hand and explains the situation to George. "Ann would like to play train with you boys. She doesn't have a good way of telling you and I don't blame you for feeling the way you do, but perhaps she could do something to help. Do you suppose she could get more blocks and make the train longer? Or perhaps she could make some paper tickets for the passengers." George hesitates a moment and then slowly answers, "Okay."

Ann adds a few blocks to the train and then she makes some tickets. The following day she carries blocks and a week

later she is helping direct activities as an accepted group member.

Billy leaves his block construction and returns a half hour later to find that two other children are continuing the building. He screams, "Those are my blocks! This is my building!" One of the other boys explains, "Billy, you went away and left your blocks. We are building with them now." Billy pauses a moment, answers in a much subdued voice, "Oh," and walks away. Two months earlier these boys would have used less acceptable and effective methods of settling their differences.

A Job for the Whole Team

The teacher in endeavoring to help the child to solve his problems should ask herself these questions: What behavior is taking place? What are the probable underlying factors or causes? What are the real causes? In light of these causes how can *we* help to change behavior?

It is not the teacher alone who solves these problems. She must gain the understanding and cooperation of the parents. She must train her assistants to become increasingly adept in meeting and helping to solve these problems using the causal approach. She must give the child a better understanding of his own and the behavior of others, and help him to acquire gradually more socially acceptable methods of meeting and solving his own problems.

If an understanding and appreciation of behavior and the ability to meet and solve one's own problems are valuable to the individual in our democratic society, especially in these troubled times, it seems reasonable to suppose that the earlier these concepts and skills are acquired, the better. Certainly, important beginnings may be made in the nursery school.

... Kindergarten

Life can be just as complex and frustrating for a five-year-old as for any of us. Eugenia Hunter, associate professor of education, Woman's College of the University of North Carolina, Greensboro, makes this clear through vivid examples of kindergarten children's reactions to new unusual experiences and to unaccustomed associations with other children.

"I HOPE I DON'T DIE BEFORE TOMORROW," sighed five-year-old Lawrence, as his mother turned out the bedroom light and said goodnight. Lawrence's kindergarten group was having a picnic the next day, and he did not want to miss it.

In terms of his background and experiences, life to a five-year-old can be just as difficult and present as many hard-to-solve problems as life to the teen-ager or the mature adult. One of the greatest contributions that a good kindergarten can make to the lives of children is to help them to become healthy, happy boys and girls, with the necessary stability to meet the average problems of their own age group in our world today.

Problems of kindergarten children cannot be put into fixed categories, but for the sake of emphasis in this article they are classified as: (1) problems concerned with the use of materials and equipment, and (2) problems concerned with personal development and relationships with others. Many times problems overlap and include both categories. Often, problems in one area lead to problems in another.

The Boys Build a Fire Truck

Equipment and materials in kindergarten, as blocks and other types of construction materials, jungle gyms, wood-working equipment, paint, clay, house-

keeping equipment, puzzles, magnets, drums, tone bars, stimulate children to experiment, analyze, and plan for further experimentation in the use of equipment. Children learn from seeing others use tools or paint in a new way; they learn from pooling their ideas. They learn to solve simple problems by helping each other and through the actual doing. For example: after a trip to the fire station, three boys in the kindergarten wanted to make a fire truck.

The children talked it over with their teacher and decided to begin by bringing a large orange crate to school the next day. Once they had the crate, the problem was how to put wheels on it. One boy thought of the roller skate Builder-Board wheels and tried them, but could not figure out a way to fasten the wheels to the bottom of the orange crate. The teacher was called to help in this emergency. Everyone thought. Finally, Marvin said, "Why couldn't we bore holes in the bottom of the orange crate with the brace and bit, and then fasten the wheels on with the Builder-Board screws?"

"Do you think that would work?" asked the teacher.

"Yes," said all three boys.

"Well, you might try it, but," cautioned the teacher, "watch out for the thin wood in the orange crate. It might split."

The experiment worked. After painting the orange crate red and adding a rubber hose, the boys had fun dashing to fires in the fire truck and saving buildings from burning.

Problems in personal development and relationships with others are more diffi-

cult to solve. Kindergarten children come to school bringing all the insecurity, fear, jealousy, and selfishness, as well as love and happiness that their accumulated years of experience have given. Patience, understanding, and cooperation between parents and teacher are needed if these children are to develop into stable, happy boys and girls, capable of meeting everyday problems with the average amount of adjustment.

New Experiences Are Frightening

The following illustrations show problems in the development of personality which occur in many kindergartens. Personal difficulties are often magnified when children are placed in a group with their own agemates.

Virginia, the older of two daughters, had played with few children when she entered kindergarten in September. She was shy, sensitive, and afraid. She cried so hard when her mother tried to leave her the first day of school that her mother, after consultation with the teacher, remained with her for the entire morning in kindergarten.

The following day her mother spent half the morning with her in school. When she left, Virginia followed her to the door, sobbing as if her heart would break. After many efforts on the part of the teacher and other children, Virginia consented to listen to some music on the phonograph. She soon stopped crying, but stayed near the teacher for the remainder of the morning.

This same morning procedure, crying when her mother left her, continued for almost six weeks. Virginia's mother always came into the kindergarten room with her and helped her hang up her coat and hat in her locker. She would usually stay with her for about five minutes before leaving. One morning, late

in October, Virginia came to her teacher and said, "I came in all by myself this morning."

"Where is your mother?" asked the teacher.

"She's outside, and I didn't cry a bit," was Virginia's firm reply.

It was indeed a time for congratulations to Virginia.

Virginia's insecurity at school was reflected in her inability to face new situations. In late September she was with one of the group of kindergarten children making a tour of the building. Mr. Smith, the high school science teacher, invited them to come into his laboratory and see an alligator which was kept in a large tank covered with heavy wire. The majority of the children were elated over the opportunity to see this unusual pet and laughed when the alligator hissed at them. However, Virginia cried and clung to her teacher. She would not look at the alligator.

One day in November the teacher arranged for the kindergarten children to go to the art laboratory, where they could all paint at the same time, and not have to wait for turns as they did in their room. Virginia, who had ventured to paint only once at an easel in the kindergarten, again cried when confronted with a new situation. She sat and watched the other children and made no effort to use any of the paints.

Gradually, over the period of nine months in kindergarten, as Virginia became familiar with the routines of school and as she became better acquainted with the teacher and children, she began to participate in more of the activities. By the end of the school year, she could face a new situation at school if her teacher was with her, but alone, she could not master it.

Virginia is now in the sixth grade.

Her kindergarten teacher was almost as proud as her mother when Virginia was elected president of the elementary school council.

Sharing Has to Be Learned

Tommy is the older of two children of young, artistic parents. He has had much happy family life, but little regimentation at home.¹

"I want to be a monkey," cried Tommy. "If I can't have my own way, I won't march."

The kindergarten children were having a circus parade and the children and teacher had decided that there would be two monkeys, two elephants, two tigers, two seals, and a circus band. The parade was to be led by dancing girls. Tommy's outburst followed the selection of two other children to be monkeys. He ran out of the room and hid until the parade was over.

Later, the teacher asked Tommy to come back into the room and show everyone how his monkey would march in the parade. He marched, flinging his arms and legs, smiling and grimacing, very much like a real monkey. He then sat down with the group and seemed to enjoy other musical experiences with his friends.

Tommy has had many such personal difficulties to overcome in kindergarten. There are times when he cannot understand that others in the group may be chosen for a job he would like to do. He has usually met the problem with "I want my own way," followed by a tearful departure.

One day a student teacher selected a story, *Little Black Sambo*, to read to the children. When Tommy saw the

book, he stood up, ready for his dash outside, and said, "I don't like that book. I don't like any book with wild animals in it." The teacher suggested that he come and sit by her, a little apart from the group, and that they would not listen unless they wished to do so. By the time the last of the tigers in the jungle had taken Black Sambo's clothes, Tommy had edged his way back into the group.

Since all the children knew and enjoyed the story of *Little Black Sambo*, it was decided that they would dramatize it. After discussion as to what characters would be needed, and a review of the story, they were ready to make their selections for the roles. The first child to raise his hand was Tommy. He wanted to be a tiger. He was by far the fiercest, loudest, and most realistic tiger in the play. The children and teachers enjoyed the dramatization so much that they decided to do the play again with new characters. Tommy was as enthusiastic a member of the audience as he was a tiger in the play.

Gradually, over a period of two months, he has been learning that in order to have a happy time with other boys and girls, one must take turns, share, and follow the wishes of the majority. He is aware that he is an accepted member of the group and, as such, must sometimes delay or curb his personal desires for the desires of the group.

Many children have problems like those of Virginia and Tommy. Kindergarten teachers who are alert to the personality needs of the boys and girls in their group are able to make an enormous contribution to the well-being of future generations. Helping to solve the problems of a child in kindergarten will make the solution of future difficulties much easier and may even keep these problems from occurring.

¹The story of Tommy is contributed by Betty Ann Liddle, kindergarten teacher at Curry School of the Woman's College of the University of North Carolina.

... Primary

Tim was only seven—but his problems were very real. The needs of this small boy are the needs of young children the world over. This account of how Tim's teachers helped him solve his problems provides a guide for anyone who works with primary youngsters. The authors are Betty Atwell, teacher at Edgewood School, Scarsdale, New York, and Betty Warner, Brooklyn College, New York.

"YOU KNOW, MRS. ALLEN, SOMETIMES it's just like there is a puzzle inside your head. Then, all of a sudden, the pieces begin to fit together." This was the astute remark of seven-year-old Tim near the end of second grade last year.

Puzzle? Yes, but it was a rare and satisfying reward for the teacher who helped that child understand himself to the degree that his puzzle began to "go together." Tim's story exemplifies the problems of thousands of boys and girls whom we can help to grow to emotional maturity. The children in our overcrowded classrooms were babies born into a war-torn world.

If we will accept Tim completely, as he is, and try to meet his basic needs, we can best fulfill our role. By the end of his primary years, our help may have meant the difference between a happy, well-adjusted life or one filled with fears, anxieties, misunderstanding.

And what are Tim's basic needs?

He needs to have self-respect. We must help him build this by giving him many opportunities for success.

He needs to be valued. His family must love him; his friends must feel that he has worthy contributions to offer.

He needs to have faith—faith in people. This includes that faith in parents and teachers which brings healthy respect for

authority. This respect for authority is not to be confused with the obedience secured through fear.

He needs freedom to make plans, to make choices, to make decisions, and to reap the rewards, good or bad. The acceptance of responsibility will bring him freedom and its resulting privileges.

He needs to have fun. Adults with a good sense of humor can make his life happier.

He needs to live creatively, to do things which have meaning for him. So many children are talented, if we will but encourage their abilities.

We all know that Tim will do better work and live happier in a democratic situation than in an authoritarian atmosphere. The child development experts tell us that Tim reacts to his present situation in terms of his experiential background and his aspirations. Regardless of his background, he can be led to understand that the greatest happiness and utmost satisfaction are derived from sharing, planning, working, and playing cooperatively. He will learn to make wise choices and will be permitted increased freedom as he learns to accept responsibility. Democratic cooperation, too, must be learned through living.

It's a Rough Road for Tim

What does all this mean to Tim? He went to kindergarten, where most of the children played, built things, painted, sang, and helped each other in a familiar and homelike setting. Theirs was a democratic atmosphere. They met success and received praise. But the school's confidential report on Tim at the end of that year read, "Does not join in group activities, has temper tantrums, is extremely aggressive and unpopular with his peers, is moody, daydreams. Parents

and neighbors report difficulties at home." This child, then, still needs the security of clearly defined limits of freedom.

In first grade, at a time when his extra year of age caused adults to expect higher standards of work at home and at school, Tim showed more symptoms of maladjustment. His spirit of rebellion showed in many ways: he refused to try to read or write; his temper tantrums, the playground fights, and general aggressiveness continued.

In second grade, when many of the children had already begun to gain an understanding of inter-relationships among themselves at home and at school, the pressures of added expectations were almost more than Tim could bear. Suggesting that he try writing at the blackboard, since he would not write on paper, would send him into a tantrum in the far corner of the room.

Testing results early in the year showed that he had superior ability. Other tests showed fears of darkness, punishment, animals, and "big boys." Obviously, the discrepancy between capability and accomplishment was due to emotional problems. The many manifestations of aggressiveness and negativism created a bleak picture.

One of the few things Tim liked to do was talk, and this he did volubly and easily. Seven-year-olds express themselves freely and dramatically, and Tim was no exception. Here was something on which the sensitive teacher could build. By listening, she could discover many of his conflicts.

When the class was discussing family responsibilities and privileges, Tim said, "My kid brother doesn't help. He's a nuisance. And I'll be glad when Grandmother goes to heaven." When asked how fathers and mothers helped, Tim

talked fluently. He obviously admired and respected his parents. Here was a positive approach on which to build.

In a conference with his mother, it was learned that Grandmother's coming to live with them had made it necessary for Tim to share his room with his younger brother. Tim bullied the brother, and fights were common. This, then, might be one place where the parents could alleviate part of the difficulty. Mother and father agreed to remodel a sunporch into a room for the brother, and things began to improve at home and at school.

Talking Things Over Helps

Tim's interest in sex was normally keen. But, because of strict attitudes at home and at church, he felt that he was naughty. The parents of other children reported that Tim encouraged their children in sex play, and they were worried about his influence.

Through conferences with his embarrassed mother, it was agreed to answer all questions frankly at home and at school. The teacher assured her that active curiosity about sex was normal at this age, and that Tim needed information of the right sort from his parents, so that he would feel less need to secure this knowledge from older boys. She provided the mother with reading material. She suggested ways in which the subject might easily be brought up—a new baby, puppies, kittens, or hamsters in the neighborhood or in the families of other friends would stimulate Tim's desire to ask questions.

With his mother's increased understanding and help, some of Tim's conflicts were resolved. Sex was something you could talk about; no one seemed embarrassed. His curiosity was satisfied. The day came when he made his most

encouraging observation to his teacher. "I think I could talk to you and my Mommy about anything."

Tim was asked if he felt happier. "Yes," he said, "my puzzle is beginning to go together." Tim had begun to learn acceptance of himself and had begun to acquire that trust in another human being, which is the basis for honest respect for authority.

A Teacher's Faith Brings Security

Most normal six- and seven-year-olds go through phases of storytelling and pilfering. The reasons for this may be as different as the children themselves, but the manner in which teachers handle incidents will determine the children's future actions. When a fifty-cent piece was missing from the teacher's desk, no one knew anything about it. So the teacher suggested a game; each child would whisper something to her, and she would whisper something in return. She told the children that her faith in them made her sure that the child who had taken the money would tell her about it.

One by one, they whispered such things as, "I love you," and the teacher whispered back, giving each child a hug. When Tim's turn came, he whispered, "I took it, and I'll give it back to you after school." The teacher hugged him, just as she had hugged all the rest, and whispered back, "I'm proud of you!" Tim had the opportunity to reap the reward of making a good decision—to be honest. The teacher's faith in him gave him courage and security.

By the end of second grade, Tim was a happy, well-adjusted little boy. He was making full use of his superior ability. Although he had not begun to read until January, he made creditable scores on a Metropolitan Achievement Test. A charming personality began to emerge; he

smiled frequently. He showed great pride in accomplishment, and was gratified to receive praise and adulation for work well done.

The children, who had been associated with him through his school year were quick to notice the difference. They praised him and rewarded him by including him in their group activities more often. Some regressions appeared, but they became less and less frequent. His feelings about his home, school, and religion had been successfully integrated. There was no longer doubt, conflict, and rebellion. He had been helped to see things in perspective. His third grade teacher reports that these gains have continued.

Gratifying, indeed, is the increasing recognition of the importance of primary school experiences in meeting children's needs. Since kindergarten activities, such as painting, block-building, and dramatic play, are carried on in the first grade, there is no sudden change for our Tims. New experiences, such as reading, writing, and number work will evolve from these experiences when the children are ready. The pictures they paint, the experiences they relate, or the block houses they build are still important to them, and they cannot understand why adults are suddenly so interested in their reading. The wise teacher will approve the continuing activities, while encouraging each new accomplishment. We build self-respect by valuing their contributions.

We know that our most creative teachers should work with children during this formative period. Children go through school meeting many teacher personalities. Some are responsive to children's needs; others fail to be aware of the necessity for guidance. Even in superior schools, not all teachers will

measure up to our ideal. Sensitive teachers accept children *where they are*; they will listen and observe patiently and analytically; they will keep anecdotal records; they will set up standards which are possible of achievement.

Ours is a privilege unequalled in personal satisfaction. We teachers, who live

with these Tims, observe them daily, share their hopes and fears, *can* guide their growth in a normal classroom situation. We *can* help them become well-adjusted, freedom-loving citizens, who will hold above all else the democratic ideals that we cherish. What greater reward could we possibly ask?

... Intermediate

By JOSEPH P. LASSOIE

Intermediate grade children—the “in-betweeners”—have just as great a need for understanding as do younger boys and girls. How to discover the problems which trouble children in this age group and ways of working out solutions are discussed by Joseph P. Lassoie, curriculum coordinator, Public Schools, Sunnyside, Washington.

IT HAPPENS IN AN ELEMENTARY-SCHOOL office. Four fifth-grade boys approach the principal, who is chatting with a teacher during the noon hour. The faces of the boys register concern and anxiety. One of them addresses the principal, “Mr. Smith, could we talk to you about something?”

“Certainly, boys,” Mr. Smith responds pleasantly. He excuses himself from the teacher and invites the boys into his office.

Seated in the office, Mr. Smith asks, “Well, boys, what’s the problem?” An exchange of glances among the boys results in Dick’s taking the leadership. “Johnny here is always jumping on our backs and pestering us out on the playground. We almost had a fight today but thought we’d better come in and talk to you about it.”

Mr. Smith quietly turns to Johnny, giving him a chance to defend himself

against this accusation. Tears precede Johnny’s words. “These guys pick on me. It ain’t fair. They never let me play with them. I wouldn’t jump on them if they’d let me play, too.”

Then Raymond interjects, “That’s why we’re here, Mr. Smith. We haven’t been getting along very well. Our teacher has talked a lot about how we should settle our problems. She says everyone deserves a fair chance and we can’t do any good fighting.”

“Does Johnny cause all the trouble?” asks Mr. Smith.

“Well, I guess, most of it,” Jerry replies. “But the rest of us are probably to blame, too. We always play together and Johnny gets mad when we don’t let him play with us. Maybe if we’d let him play, too, it would be better.”

Dick adds, “Maybe we could play some games that more kids could get in, instead of hogging the ball ourselves. What do you think of that, Johnny?”

“That would be okay with me.”

“What do the rest of you think of that idea?” says Mr. Smith.

Four heads nod assent. The boys leave the office determined to try their plan on the playground immediately.

Mr. Smith was pleased with the outcome of this incident, as was the boys’



Gedde Harmon

A problem to solve.

teacher, Mrs. Brown, who welcomed every opportunity to evaluate her children's progress in group living. She knew that if her fifth-graders learned to live together harmoniously at their level of development their adult world would be a much happier one than the world today.

This teacher has recognized that children's actions can spring from behavior patterns ranging between two extremes. Positively, they may exhibit a problem-solving approach which maintains balance between intellect and emotion. The negative extreme would exemplify actions akin to adult counterparts of "fighting back" or "jumping off the tenth story."

Know Your Children

How children act in solving problems should be of primary concern to all

adults who seek to give them guidance. In the formative years patterns of action are slowly developing. One need only survey the present world scene to realize the optimum effect that action patterns solidified in childhood can have on our way of living.

We know that children of a particular age-grade level will have general developmental problems unique to that stage of maturation. We know also that individual children have problems unique to themselves. A twofold challenge presents itself. A teacher must know her children not only as a group, but also as individuals.

Helping intermediate grade children solve their problems necessitates that the teacher know their general characteristics. These "inbetweeners" have cast aside most of their baby ways but have not yet entered into the growth spurt of

early adolescence. Generally, they are healthy, active, and happy. Extreme loyalties develop, especially among the boys. Teasing becomes prevalent between the sexes, forecasting their development toward happier relationships.

The interests of intermediate children are widening. They have less interest in tales of fantasy and more in stories about real people and real places. Usually, they are decisive, dependable, and responsible. They like to work independently for a longer time than younger children and sometimes resent adult intrusion. However, paradoxically, they seek adult assistance when "stuck" on a project and look to adults for approval and recognition.

Pre-teen children demand more highly organized games than those that interested them in the primary years. The boys, especially, want team games like their older brothers in junior and senior high school. They like to collect and keep things even though the collection may seem without value to parents or teacher. Status in a group is very important at this age and the children seek prestige by a variety of means. Lack of "belonging" in their group will manifest itself in many aggressive or withdrawal reactions.

When Children Solve Problems

In one fifth-grade classroom children solve their problems in a "homey" atmosphere. They plan many group activities with their teacher. The composition of their committees is changing constantly, and each child has the opportunity to work in many circumstances with many children. Their teacher takes valuable class time to allow them to share their experiences as a group. Whenever plans go awry due to a lack of cooperation, the children discuss this to-

gether and find the reason for the disharmony.

They learn to respect each other and each other's ideas. The teacher tells her children many stories and reads to them often. She keeps the library corner fresh with new books alive to the interests of her children.

In one corner of this room is a tumbling mat. This seems an unusual piece of equipment for an elementary classroom. However, the boys had witnessed the tumbling feats of older junior high school children and desired to emulate them. The girls, also, are allowed to pursue their special interests. One girl had brought a radio-phonograph combination to school. Pre-school and after-school minutes usually find the girls absorbed in music of their own choice.

This room is not always neat. There is usually too much to be done each day. A general clean-up period puts the room in order at the end of the school day. Craft and art materials are handy. Each child has an on-going project that can be taken up when a spare minute provides itself. The prevailing atmosphere of this classroom helps children to be objective in the pursuit of solutions to their problems. Each child knows he belongs to this group and is accepted by his teacher and fellow classmates regardless of his individual limitations.

How Problems Are Discovered

However, children have problems that do not adhere to the general characteristics of their age group, due to varying rates of maturation, social and economic backgrounds, intellectual endowment, and other causative factors. A classroom teacher must employ all the techniques that are available in defining these individual problems and make plans to help the children surmount them.

Anecdotal records, standardized tests, individual conferences, sociograms, and many other tools help the teacher to "know" her children.

One intermediate teacher of the author's acquaintance used his children's writing to reveal problems. An elaboration of the results of one of these writings seems worthy of presentation as an illustration of information that can be secured from children about themselves under permissive circumstances. The children's topic was "If I Had Three Wishes."

Sixteen of the thirty children in this classroom wished for world peace. This might astonish adults who believe children are not sensitive to the chaotic condition of our world today; yet children are constantly exposed to the influences of war and war talk.

Two of the children wished to change their sex. This desire is not too deeply rooted in the girl. She is a constant pal of her father, accompanying him on fishing and hunting trips, and is outstanding in athletics. However, she does enjoy popularity with boys and girls alike. The boy who wished to reverse his sex has a very serious problem. He seeks girls' company continually. The girls accept him but he is rejected by a majority of the boys. This boy needs all the help that can be mustered by his teacher and parents if he is to establish sound sexual adjustments for his adult life.

Three children wished everyone to be kind and sharing and one of these also desired for all crippled people to be healed. This girl lives in a motherless home. Her father is crippled and non-relatives provide for them. Her brothers and sisters are separated from her and living in another foster home. This girl's problems are tremendous and a

challenge to a sympathetic teacher.

Seven children wanted better clothes, food, and homes. Each is from a low income home and wants the things that other children have. One boy of foreign parentage desired "no school." His family background has retarded him in his classroom activity and he appears frustrated in his efforts to achieve success in academic pursuits.

Three wished to be superior intellectually. They worry constantly about this, even though they are among the class leaders. They want to lead in all things and do not make a good adjustment to failure. "Pushing" at home has helped them to acquire this insecurity. Of the two children who wished to excel in athletic abilities, one feels his inferiority on the playground, and the other appears to be compensating for his lack of academic ability.

The results of this simple exercise revealed many significant problems for the teacher and verified many others. These are taken into account when the teacher does his planning with the children. He needs to make the study of his children a continuous process. When a problem appears, he must act, and all the resources of school, home, and community must be brought to bear upon the problem. All the possibilities of cooperative planning must be utilized. In the end a child will be helped to make a more rational approach to his problem. The other youngsters in the school society will benefit and eventually our adult world will be improved. Every classroom teacher should ask these two crucial questions:

What are the problems of the children in my classroom?

What am I doing to help them solve these problems in ways that will contribute to better human living?

Summer at Springdale

A new kind of teacher education is being initiated by Adelphi College in Garden City, New York. It begins with an experience in rural living in a mountainous community in North Carolina. Agnes Snyder, chairman of the department of education at Adelphi College, describes student's activities and outstanding achievements of this unique program for introducing young people to teacher education.

A NEW PROGRAM IN TEACHER EDUCATION was launched at Adelphi College in the summer of 1950. But the students did not begin their studies on the Long Island campus of the college at Garden City, New York. Instead they boarded a train at Pennsylvania Station in New York City on July 21, stopped over night at Richmond and spent the next day at Williamsburg, then traveled south to Springdale Farms, a 1200-acre farm in the mountains of southwest North Carolina, spent six weeks there, and returned to New York on September 8.

Why Springdale?

Starting the program in a rural mountain region, far removed from the urban and suburban environments to which the students were accustomed, places the program's emphasis upon experience. Teachers need to know people, understand people, care about people—not just their own kind, but all kinds. The ability to identify oneself with the outlook on life of another and, hence, to be able to communicate with him is the distinguishing mark of a good teacher.

The growth process from the complete egocentricity of infancy to a maturity broad in human appreciation and skilled in human relationships is very slow. The seventeen-year-old entering college, unless his experiences have been out of the

ordinary, has gone only a little way along the road. Therefore, in the new teacher education program at Adelphi, experiences definitely planned and related to the general education and professional courses and aimed at broadening the base of human understanding form the core of the program.

These experiences include the first summer at Springdale, the second and third summers in either industry or commerce or some form of social service, out-of-school and in-school activities with children throughout the program, the fourth summer and following semester in a foreign country, the fifth summer in American travel, and the fifth academic year in a teaching internship.

Beginning the work at Springdale has many advantages. The neighborhood is typical of the Southern Appalachian Highland culture with its small landholdings, its mountain folkways, and deep-seated traditions. But it is more than that. It lies within the area of the Tennessee Valley Authority, and electrification with parallel programs of soil and forest restoration and the introduction of industry are bringing dramatic changes in the economy and mode of life of the people. Thus not only can students become acquainted with a distinct culture but can feel the stirrings of that culture in a stage of transition—

the transformation from a purely rural to a rural-industrial economy.

Another advantage is the presence of children. Springdale was originally used by New College, an experimental teacher education program conducted by Teachers College, Columbia University, between 1932 and 1939. At the close of the experiment, its chairman, Thomas Alexander with others, purchased Springdale and since that time has developed a small school and a summer camp there which at present are directed by his son, Richard Alexander. Students can, therefore, get their introduction to children in the freedom of camp life and under the supervision of adults thoroughly acquainted with the situation.

Finally, faculty and students living together and participating together in farm activities, study, trips and recreation in a group hastens the process of mutual understanding. The real person is revealed in such a program as he may never be known sitting in a classroom. Hence, planning with reference to strengths and limitations can be begun early and prevent waste of time later.

Becoming Acquainted

The acquaintance period started in Pennsylvania Station when the students first met each other. Chance pairing off in coach seats on the train led to conversation at the beginning. But after sharing a hotel room in Richmond, having several meals together, and tramping about Williamsburg, groupness was off for a good start.

When the group arrived at Springdale, there were some things that had to be done immediately and could not wait for an over-all plan. The houses had to be kept clean and in order, tables had to be set, vegetables had to be prepared for meals, and the blackberries were ripe

and must be picked and canned. Moreover, there were hazards in this new life, and preparation had to be made to meet them. What to do in case of cuts, bruises, sprains, insect, or even snake bites had to be taught at once. Besides, the diet was different from what the students were accustomed to—more fresh vegetables and less meat—and adjustments had to be made. Accordingly, intensive work in first aid and nutrition were begun at once.

In the midst of all this initial activity time was taken out everyday after lunch for a "seminar"—a meeting of students and faculty at which problems were raised, plans made for their solution, and a unification of experiences effected. In these early seminars the attempt was made to begin to clarify the purpose of the program. On the assumption that at seventeen one prefers a frank and direct approach, the seminars started off with a discussion of the "developmental tasks" of adolescence and the way in which the accomplishment of these tasks can lead toward and into participation in adult tasks of wider than personal significance.

Very quickly in the meantime, under the guidance of the adults responsible for the work program, a plan for the summer was set up. It was explained to the student that on a farm weather plays a very important role in determining what and when things can and had to be done and that, while a time schedule was imperative, one must be able quickly to adjust to circumstances.

It was emphasized that one of the purposes of the program was the broadening of knowledge of how people lived and that this summer's experience was meant to give them acquaintance with the Southern Appalachian area. Students and faculty planned cooperatively how the

work was to be carried on. The result was the division of the time available for consideration of the questions:

Where are we?
How did this region become as it is?
How do people make a living?
What do the people believe? Want? How do they use their leisure?
How did they come to be here?
The T.V.A.—how did it come to be? What is it? How does it operate?
Oak Ridge—What is the meaning of the atom age?

The Summer's Highlights

One of the group's first undertakings was to erect clotheslines. This was not as simple—or insignificant—as it sounds. It entailed trips to the woods to cut down suitable trees for posts, digging post holes, putting stones in them for a firm base for the posts, connecting them with cross beams, and making the wire taut. But those clotheslines are there to stay. Other groups will not have that particular problem to solve for at least some years to come.

Something of the significance of this task came out one day in the midst of the job when the student workers sat down on the hillside to rest for a few minutes and began philosophizing with the young instructor, starting with clotheslines and ending with profound questioning of values.

There was the day, early in the summer, when Crabtree, a neighboring community, invited Cruso, of which Springdale is part, to tour the farms to note the improvements that had been made both in the land and in their homes. Thus the students were introduced to the efforts that are being made to improve living in this remote mountain region; to the influence of the T.V.A. in supplying electric power, fertilizer, trees for planting; to the zeal of the county

agent and the home demonstration agent in identifying themselves with the needs of the community. Later, trips to the Champion Fibre Mill and the Enka Rayon Plant gave an insight into the way industry is transforming the mode of life from the purely rural to a mixed rural-industrial economy, from total dependence on the produce of small land holdings to a combination of mill work and farming.

The days spent at the Bethel Cooperative Cannery after loading the truck with the beans, or tomatoes, or cabbages that had been picked were rich in understanding. Here the students worked side by side with women from the neighboring hillside farms. Space and facilities were limited and it was a case of first come, first served, with everyone pitching in to get the job done. In this working companionship lay some of the values in coming to understand the people of the region.

Attendance at The Smoky Mountain Folk Festival at Asheville introduced the students to genuine folk dancing. Later one of the square dancing groups visited Springdale and taught dances to the students.

The day at the Indian reservation at Cherokee culminated in seeing the pageant, *Unto These Hills*, staged in a beautiful outdoor theatre. The history of the region unfolds in the pageant as both the good and the bad in the white man's treatment of the Indian are portrayed. This experience opened up another world to explore, the world of justice and injustice, of treatment of minority groups, of the motives of human behavior.

The climax of the summer was the trip to Knoxville and the dams of the T.V.A. Not only did the students see the great generators and the controls of the river but they saw the contrast be-

tween the poor lands and poor people of areas untouched by the T.V.A. with the productivity and good living in the areas where the T.V.A. had done its work. Not to be overlooked, too, was the visit to Oak Ridge with its bewildering museum setting forth in all its intricacy the possibilities of the atomic age.

Aside from such highlights there was something else in the nature of the day-to-day living that had deeper value than any single incident, regardless of how significant it was. The companionship, the individual conferences of faculty and

students, the techniques developed in learning to like each other are the immeasurables of the total experience.

There will never be another summer like this one at Springdale. There cannot be two first summers. But in a deeper sense, there can never be another summer like the one that is past. The groups will be different in composition; there will be differences, too, in the jobs to be done. But, most important of all, the world will be different, and will make new demands on Springdale as on all other corners of the globe.

By L. D. HASKEW

Toward Maturity in Workshops

A workshop at its best "is an adventure in maturity." If workshops are to measure up to this description, their operation needs to be based on two important principles—"presumed maturity" and "focus on the person." The full meaning and power of this democratic approach is discussed here by L. D. Haskew, dean, School of Education, University of Texas, Austin, Texas.

RECENTLY, THE AUTHOR WAS SEATED with a group of some twelve "alumni" of one of our workshops, talking about past experiences and laying plans for next summer's undertaking. A young man spoke up. "I want to say two things," he said. "First, last summer's workshop was the first time in some ten years of experience with graduate education that I have been treated like an adult. Second, that workshop did something to me—I'm not the same man I was."

It was no surprise to a workshop veteran to see the quick smiles of endorsement and to hear the murmurs of con-

currence that ran around the table.

Many words have been written in an effort to capture that indefinable something that makes participants so enthusiastic about a workshop. Perhaps our young man was about as close as anyone can get to distinguishing the essential elements of the workshop way of working—the element of presumed maturity and the element of personal focus.

Presumed Maturity

Most workshops begin with the assumption that the participants are mature enough to determine what it would

be best for them to work on and to seek the assistance they need. This assumption quite frequently proves to be startling and disconcerting, both to some participants and to some staff members. "If somebody around this place doesn't tell me what to do tomorrow I'll blow into a thousand pieces," a fine English teacher blurted in tears to me on the second afternoon of a workshop. "We are just wandering around." "I'm terribly lost and unhappy." "Isn't there some way I can drop this workshop and take some regular courses?"

What workshop director has not heard hundreds of pleas like those in the first week or ten days of a new undertaking? The temptation is strong to come to the relief of the sufferers—and some staff members do yield to such entreaties by dishing out ready-made assignments—but the experienced consultant holds firm to the conviction that these people *are* adults, even if they do not know it yet.

And, faith pays off almost always. No triumph is ever quite so good as the triumph a workshopper evidences when he reports, "I've got my plan made now. I see where I'm going, and I'll manage my own schedule in getting there." He is master now, with confidence in his own maturity, living up to expectations of adequacy, competent to make his own choices, and less prone to seek scapegoats for his own shortcomings. Yet, strangely enough, he seeks and *takes* more advice and counsel from others than ever before in his life. "That is because I know I can reject anything that doesn't make sense," one football coach who was enrolled in a workshop explained.

The assumption that participants are mature carries over into practically every aspect of workshop operation. For ex-

ample, it is most uncommon to find a workshop in which any reading is required. Yet, the testimony is almost universal that workshopppers do more reading—and more intelligent reading—than ever before in their lives. Or, take the matter of time schedules. It's a rare—and a poor—workshop indeed that operates on a fixed schedule; these adults are expected to be able to decide what needs doing and how time should be apportioned for its accomplishment. Similar expectations of maturity can be found in the means of evaluation employed, in the roles assumed by the staff, in the machinery established for the administration of the workshop.

The workshop attempts to do more than assist teachers in finding answers to problems or questions. Its genius—or at least a great part of it—lies in the method it uses, the method of promoting maturity by assuming maturity and practicing maturity. It tries to make adults by treating people as adults. The tragedy is that so many teachers seem to feel that they must seek a workshop to have even six weeks of maturity.

Focus on the Person

"We shall work on the problems you bring," ran the announcement of the first workshop I ever attended. We did just that. I brought a problem of devising a non-textbook plane geometry course; my neighbor wanted some reading materials for language-crippled high school students. In the twenty years that have elapsed since that first workshop, an interesting evolution has occurred in the meaning of "the problems you bring." We can identify these changes:

1. The problems, more and more, are shared problems—that is, they are common to several people and, therefore, are subject to group attack.

2. The problems have more social ramifications. Very seldom now do they deal with a specific teaching technique or a single piece of material.

3. The first-stated problems of participants are not usually the ones that are finally accepted as significant. A tendency exists to look for basic considerations, rather than to start on what seems pressing.

4. With increasing frequency, the subject or main problem of the workshop is stated first and participants elect to attend the workshop presumably because the stated problem is *their* problem.

5. Many workshops now focus as much attention on the unstated personal problems of participants as upon problems of subject-matter nature.

With this latter change—toward focus on the person—we are particularly concerned here. It became apparent quite soon, in the intimacy afforded by a workshop organization, that the chief tangles to be unraveled for most of us were snarls in our own skein of living. Depression, frustration, tension, prejudice, fear, worry, insecurity, pettiness—these were the things that were turning opportunities into problems and problems into crises. To live joyfully, abundantly, and freely for even one week seemed an experience totally foreign to so many of those who came for one more round of professional study.

Workshop directors began to focus attention on humanizing, freeing elements in the workshop program. Pressure was relaxed; long, unhurried blocks of time took the place of bell-driven scurrings from class to class. Participants were encouraged, by all sorts of devices, to emerge as individualities and personalities. Friendliness and informality became the rule of every day. Small face-to-face groupings were encouraged; bull-sessions were actually fomented. Par-

ticipants frequently played together. Above all, a relaxed, easy atmosphere was cultivated.

An essential component of every modern workshop now is a creative arts center, usually the busiest place around. While the entire tone of a workshop is creative, the arts center is usually where people begin to throw off their littleness, their timidity, their all-tied-up-in-knots self-consciousness, and to emerge as freshened, confident people. "That hooked rug," said a school superintendent to me, "represents the burial ground of enough frustrations and peevishness to make me actually look forward to getting back on my job next week."

However, it is in the personal contacts between staff members and participants and between participants and participants that the workshop has found its chief means for focusing upon the person. The workshop consultant, wisely chosen, is a competent counselor as well as an authority in a subject-field. Most of his day is spent in person-to-person conferences, highly informal and friendly in nature, affording rich opportunity to assist people in changing themselves. Then, the interplay between participants in a good workshop is a beautiful thing to watch—if you're interested in seeing people do something with their real problems. Here is where people do change—in outlook, in insight, in sympathy, and in self-respect.

The true workshop is an adventure in maturity and an experiment, personally conducted, in becoming "not the same man I was." While it solves some professional problems and adds to the repertoire of the earnest teacher, its real genius springs from the extent to which it makes those who participate more capable of meeting life on even terms in the future.

PREACHMENTS AND PRACTICES

Sometimes the wide gulf between life's ideals and practices is highly disturbing to children and can make growing up enormously complicated. The thoughts and actions of children seeking maturity and the teacher's role as guide are analyzed by Alice L. Goddard, director of children's work, National Council of Churches, Chicago.

A GROUP OF OLDER CHILDREN WERE discussing some of their problems with their club leader, Miss Merson. It was shortly after World War II.

Frank said, "During the war everyone hated the Japanese. Now we hear they are nice people. I don't understand how that can be."

Jack spoke up. "Yes, and when I win a fight, I can't take the other fellow's money. But a country does when it wins a war. How come?"

Julia expressed her concern. "Everybody knows it isn't right to lie. But how do you keep from it unless you want to hurt people's feelings? It makes them mad at you too when you tell your friends what you think."

"My dad was talking this morning," said Ruth, "about how before election people promise all kinds of things they never intend to do. I don't think that's right, do you?"

George, whose father was a politician replied quickly, "You can't always keep every promise you make either. Sometimes your mother won't let you. Then what do you do?"

As Miss Merson analyzed these problems, she found that adults played a large part in many of them. When boys and girls discover the inconsistent behavior of adults and the prevailing conflicts between words and practices, they become confused and sometimes con-

cerned. Some lose confidence in themselves and others develop attitudes of distrust. Because of certain stabilizing forces, some children learn eventually to handle these conflicts, but they are nonetheless affected by them.

Children Are Sharp Observers

Children are familiar with what is happening in the world. Television and radio keep even the very young informed of the tensions in society. They are learning that outstanding leaders in every field challenge and oppose each other. A child may discover that highly respected adults have ideals which differ widely from those taught in school and home. He becomes aware that certain affirmations are generally accepted but the central core of truth reflected in the lives of adults is difficult to locate.

Like Ruth, children learn that certain people in high places make promises they know they cannot keep or can be easily influenced to change their minds. Some boys and girls find that their own parents are rivals for affection and can be controlled by the whim of the offspring they desire to please.

Although many adults are careful always to do their best, they do not as a rule receive the same public notice as those with a lesser degree of personal integrity, and the youth around them are not unaware of their dependability.

Differences between adult precepts and daily practices may contribute to a child's behaving in a way not socially acceptable.

Bob was caught stealing from his father's employer. The boy had been taught that "honesty is the best policy." He justified his dishonesty by referring to many bitter conversations between his parents and neighbors about this employer. As long as he could remember Bob had heard sentences like, "He ought to lose his money." Or, "His money is really ours. We help earn it." While these conversations were probably not the basic cause of Bob's stealing, they certainly did not help him refrain from it.

Children have further difficulties in living according to precepts when adults insist that it is important to carry out responsibilities while at the same time they do not respect those which boys and girls have assumed for themselves. George showed the effect of repeated experiences of this kind in his attitude toward promises.

Principles That Work

Training for democratic living is also bound to cause conflict within the child by its emphasis on a "maximum of self-development with a minimum of self-interest." A growing child is eager to express himself and does not always want to consider others. Peter was learning to play the piano and delighted in entertaining guests. When his mother protested he remarked, "You want me to learn to play but you never want me to do it. What's the use of just practicing?"

Boys and girls need the security that comes from knowing that what they are learning will work. If they try out a principle and fail in its use, they have a feeling of frustration. This can lead to

total rejection of the ideal or to rationalization of conduct which is contrary to the principle being tried. Because of the implications for society as well as the individual, it is equally serious when the child seems to accept the principle which he may not be living.

Julia believed in telling the truth but she questioned the validity of doing so when she realized the truth could be dangerous. She was also disturbed when she found her friends sometimes became angry with her when she was truthful.

Julia needed the acceptance of her peers. All children do. It is important for them to know the ideals they hold are not too different from those of their playmates and will not alienate them from other children.

She was helped considerably with her problem of truth telling when a new boy entered the club. The rest of the members thought he should wash his hands oftener and were going to tell him so in direct language. Miss Merson knew the boy's home difficulties and assisted the others to see how he could be helped in a kind way. The club also talked about how often values conflict and, as Julia had already realized, how difficult some decisions can be to make and keep. It was particularly encouraging to the children to discover that their leader sometimes found it very hard to decide what was the best thing to do when such opposing conditions existed.

Frequently children misinterpret each other's actions and intentions. They may reject attempted kindnesses or refuse assistance from one another. This also can be confusing to the child whose offers are not accepted. Leonard was in nursery school. He was greatly puzzled when another nursery child to whom he extended a toy refused to accept it. Leonard will find it equally frustrating

when he discovers that no matter how much he tries later on to follow the Golden Rule his friends will not always understand nor permit him to do so.

Learning To Decide and Evaluate

As a part of knowing how to deal with conflicts between ideals and practices, it is important for children to learn how to make wise decisions. Patient guidance and experience are required before this is possible. The choices of the very young child seem simple to the adult who does not realize that these choices provide the groundwork for life patterns. When the child begins to understand that he should think through decisions of any importance, he has already recognized some of the difficulties and is prepared for them.

Growth in this direction is made possible when the adult uses democratic methods. The more mature person contributes from his storehouse of knowledge. He makes sure the children have all the necessary facts and helps them weigh the data carefully. Then he encourages the boys and girls to come to their own conclusions.

Children also learn when they evaluate their own decisions as they proceed. Growing persons need likewise to know that when they make a mistake they can change their minds, but this does not relieve them from responsibility for what they have already said or done. George knew he had sometimes made promises his mother would not let him keep. Because of this he had learned to treat promises rather lightly.

Miss Merson helped the group think through promises they could make and keep. Because George had indicated in discussion that his father did not take political promises too seriously, she knew he faced a particular problem. It

was important for him to learn the value of personal integrity without undermining the relationship that existed between his father and him.

Miss Merson also helped him over a period of time to discover that everyone makes mistakes. She made opportunities for him to tell of several worthwhile things his father did. When the club selected a member for an inter-club committee, the boys and girls discussed the candidate's responsibilities. Time was allowed for them to advise their nominee and evaluate his work with him. George showed many evidences of development during this period.

Finding One's Self

Every child needs to feel he has a responsible place in a group to which he is important. Unless the home, school, and church help him find satisfying relationships and to meet the impact of the opposing forces in his own and the adult world, as horizons expand the person may become morose or be easy prey to any group which seems to meet his needs for happy experiences with others. Or in his effort to be accepted he may resort to compartmentalized behavior and react according to any group with which he may be at the moment.

Boys and girls have learned a hard lesson when they realize that a person can hold to his convictions and still be accepted by contemporaries. They have grown when they come to appreciate the fact that a group may be mistaken. Frank and Jack both needed to understand that even the fact that the entire nation does certain things does not make them right.

Under Miss Merson's leadership the children discussed this idea and decided to keep a record of the times the playground leader had to make unpopular decisions. They watched for ways in

which the characters in stories and biographies stood alone on certain issues.

The club members had difficulty understanding how they could maintain their own ideas and still work together as a group. Miss Merson was realistic in helping them think through this process and guided them through the experience. She helped them analyze disagreements and the differences between opinions and principles.

Sometimes she could do this with just a word or two. When Bill insisted a certain letter should be written on white paper she asked, "Why?" Bill saw no good reason. It was different when at Christmas time one timid member suggested if they were going to give toys to children in a home it was important for the donors either to earn the necessary money or to do something which required effort. The others would have dismissed this idea had not the leader helped them appreciate its importance as a principle.

The kindergarten teacher in the school allowed one or two of the more mature children from Miss Merson's class to visit her group and watch how the younger children thought for themselves. The visitors observed the kindergarteners participating in several independent activities as they chose the subjects for their own drawings, played with toys, or participated in games. The older boys and girls also watched how these small children expressed their own ideas and still worked together in twos and threes in building a house or a railway station.

Children can be damaged permanently when adults refuse to accept or admit the inevitability of conflict between values and between ideals and practices. The child senses this conflict long before he can explain it. He needs to learn to make his decisions with awareness

of it, not because he "loves his mother" or "wants to please his teacher" but because he is learning the habit of thinking for himself at the same time he is growing in his respect for the rights of others.

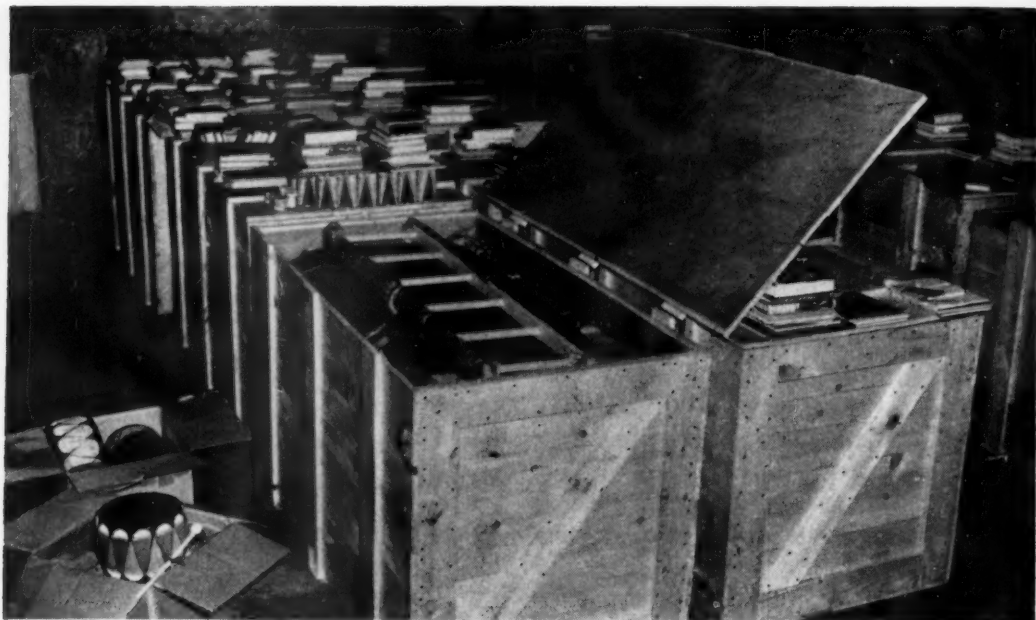
This is a slow process of growth which cannot be rushed. It requires persistent and careful guidance.

Toward Peace of Mind

It is self evident that the child's growth in unifying his ideals and living depends in large measure on the stability and integrity of the adults around him. If one adult fails, another has an increased responsibility. The child does not always listen to the leader's words. He may hear them and even repeat them without thinking of their meaning. But he is influenced for good by every act of consistent behavior which is the expression of an underlying philosophy.

Even more important than adult actions in the development of a child is his response to the realization that God works through people. The child needs to realize that children as well as adults may help in making God's world a better place in which to live. It is imperative, however, for him to be spared the burden of guilt that comes from feeling that when he does less than his best he is hindering God's cause or that because he has difficulties God is punishing him.

Children are entitled to the security that comes from knowing God's will is a will of good but that people must constantly work to discover that will. They must see the adults around them living according to a philosophy of life based on their religious faith and that influences every relationship. Only then can boys and girls face conflicts often caused by the adults they love most and certainly too big for any person to handle without faith in a God of love.



Ready for shipping.

Photo, Edward M. Allen

Education Materials Sent to Germany

AN EXTENSIVE PROJECT FOR U. S. EDUCATION Service Centers in Germany has just been completed by the Association for Childhood Education International. The Association has done this work at the request of the U. S. State Department as a part of its German reorientation program. The Education Service Centers are meeting places and demonstration centers for those school officials, teachers and parents in Germany who are interested in developing improved educational practices. They provide the books, professional magazines and equipment needed for such work. Each center has become the work room for German state curriculum revision committees and textbook writers.

Realizing that "Children are the world's greatest resource and hope for the future," careful and expert study has been given to providing kits of books and pamphlets, materials and equipment, photographs, filmstrips and magazines used in education programs for two- to seven-year-olds. Twenty such kits were assembled, sixteen of which will

remain on permanent display at each of the Education Service Centers. The remaining four will go on tour for display at German teacher training schools.

The director of the project was Elizabeth Neterer, principal of the Hawthorne Elementary School in Seattle, Washington. She spent the months of July and August 1950 at Association headquarters in Washington, D. C., planning and organizing the work and writing a guide to accompany the materials. This guide is titled, *Helping Children Grow*. One thousand copies will go to Germany. A United States edition is now available.

An advisory committee of experts in the field of early childhood education assisted in the over-all planning of the project. These included Bess Goodykoontz, Assistant Commissioner of Education, FSA; Sadie Ginsberg, Johns Hopkins University, Baltimore, Md.; Agnes Snyder, Adelphi College, Garden City, N. Y.; and Jessie Stanton, The Bank Street College of Education, New York City.

NEWS and REVIEWS

News HERE and THERE . . .

By MARY E. LEEPER

New ACE Branches

Bell County Association for Childhood Education, Texas

Second Nacogdoches Association for Childhood Education, Texas

Pasco Association for Childhood Education, Washington

Pierce County Association for Childhood Education, Washington

Reinstated

Cheatham County Association for Childhood Education, Tennessee

New National Association

Australian Association for Pre-School Child Development

New ACEI Publications

Continuous Learning: In this first 1951 ACEI membership service bulletin continuity in learning is discussed from the standpoint of:

Developmental tasks faced by children in our culture

The social scene surrounding our children

Opportunities to build readiness for further learning through school-sponsored experiences

Types of school organization that promote continuity in learning

Attempts to reduce pressures arising from rigid application of grade norms

Possibilities of the self-contained classroom

Alice Miel is the editor of this membership service bulletin which was mailed in January to ACE branch officers and to international and life members of ACEI. Others will find this bulletin of forty pages both helpful and interesting. Order from the Association for Childhood Education International, 1200 15th Street, N. W., Washington 5, D. C. 75c.

Helping Children Grow: This general service bulletin deals with materials that contribute to the growth of children two to seven. It was written by Elizabeth Neterer to accompany collections of selected materials sent recently to twenty education service

centers in Germany. Already this guide is proving exceedingly useful in the United States. Section headings are:

Present Day Interpretation of Education
What Can a Teacher Do To Help Children Grow?

How Can a Teacher Provide a Good Day for Children?

Selected Materials that Contribute to Child Growth

Pictures of children using materials are a helpful part of this bulletin of more than one hundred pages. Order from the Association for Childhood Education International, 1200 15th Street, N. W., Washington 5, D. C., \$1.25.

Changes

W. Virgil Nestrick, associate professor of education, Queens College, Flushing, New York, has accepted a new appointment as professor of education and coordinator of teacher placement and field service in the College of the City of New York.

Rosemary E. Livsey, a member of ACEI Literature Committee, has been made director of work with children at the Public Library of the City of Los Angeles, California. She succeeds Gladys English who has recently retired.

E. T. McSwain, dean, University College, Northwestern University, will assume new duties September 1, 1951, as dean of the University's School of Education.

Margaret Hampel, a member of the faculty of the School of Education at the Oklahoma Agricultural and Mechanical College in Stillwater, is now a staff member of the Educational Division, Institute on Inter-American Affairs, at Lima, Peru.

Mary Nielson, elementary supervisor, in the Sevier School District, Richfield, Utah, will leave April 1 to work in the American School at Sao Paulo, Brazil.

Bank Street College of Education

One of the country's leading teacher education organizations has won just recognition for the quality of its work. The New York State Board of Regents has granted to the Bank Street Schools, 69 Bank Street, New York City, full accreditation as a college with right to confer the Master of Science degree

in Education. Lucy Sprague Mitchell is chairman of the Bank Street Schools—henceforth to be known as the Bank Street College of Education.

For twenty years graduates of the Bank Street organization have been sought for leading positions in nursery, kindergarten and elementary schools throughout the country and abroad. Each year the college is visited by hundreds of educators from all over the world interested in modern teacher education methods and in the college's unique nursery school.

International Council for Exceptional Children

The 1951 convention of the International Council for Exceptional Children will be held in the Hotel New Yorker, New York City, April 18-21. For information write to Harley Z. Wooden, executive secretary, International Council for Exceptional Children, 1201 16th Street, N. W., Washington 6, D. C.

Institute on the United Nations

The fourth session of the Mount Holyoke Institute on the United Nations is planned for June 24 through July 21. The program will deal with the crucial world problems confronting the United States and the United Nations today. Address all communications to: Executive Secretary, Mount Holyoke Institute on the United Nations, South Hadley, Massachusetts.

Children of Puerto Rico

The Interdepartmental Committee on Children and Youth of the Federal Security Agency has recently completed a report on the needs of the children of Puerto Rico and the responsibility of the federal government toward children. The report points out the serious problems confronting the government of Puerto Rico in meeting the needs of its children and youth and makes recommendations on ways in which the federal government should assist.

This report is being distributed in the hope that it will be of use in encouraging further cooperation and assistance from nongovernmental groups in improving services for children and youth in the Island.

Summer Schools in Great Britain

In 1951, Festival-of-Britain year, three British universities will hold summer schools for students from the United States and other

countries. The courses are intended for graduate students, teachers, librarians, and other qualified people. Some undergraduate students in their senior year will be accepted. The schools will be held at the following universities:

London University: The course will be concerned with Arts and Letters in the Twentieth Century. It will be linked with London's special program of drama, film, opera, ballet, painting, sculpture and music that will be offered as part of the Festival-of-Britain.

Edinburgh University: The course will be on the Tradition of European Culture from the Renaissance to the Present Day.

Birmingham University: A course in Shakespearean studies at Stratford-upon-Avon will take place during the Shakespeare season at Stratford.

Each course will last six weeks and will begin late in June or early in July. The cost of the course, including tuition, maintenance, and special visits, will vary from \$168 to \$180. Preliminary inquiries should be addressed either to British Information Services, 30 Rockefeller Plaza, New York, N. Y., or to the Institute of International Education, 2 West 45th Street, New York.

Pan American Day

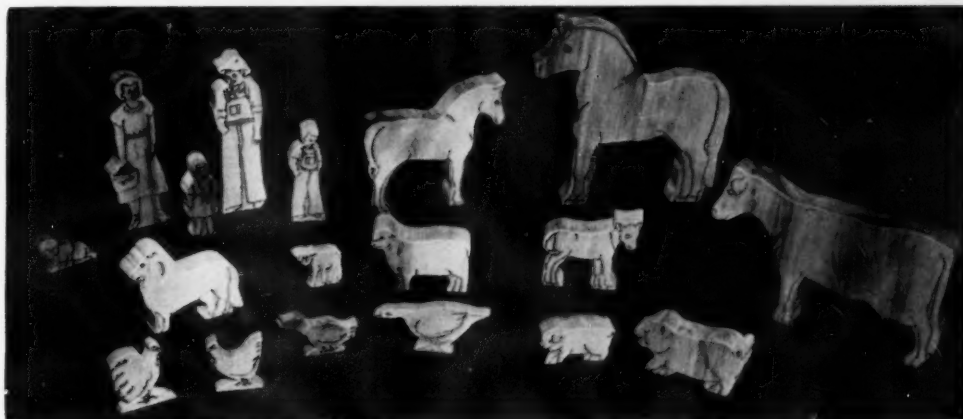
Pan American Day—the Day of the Americas—is observed annually on April 14. This date was selected as Pan American Day because it was on that day in 1890 that representatives of the American Republics, meeting at Washington in the First International Conference of American States, passed the resolutions creating the International Union of the American Republics. This Union is known today as the Organization of American States. The Pan American Union in Washington is the central office and headquarters of the organization.

Pan American Day is an occasion on which the peoples of the twenty-one American Republics recall the common interests and aspirations, the geographical and historical ties, and the ideals of peace and solidarity that bind each country to all the other republics of the Western Hemisphere. These are bonds that have united them for sixty-one years in a great regional organization.

Write for materials to the Section of Special Events, Pan American Union, Washington, D. C.

THREE BASIC TOOLS

For Early Childhood Education - - -

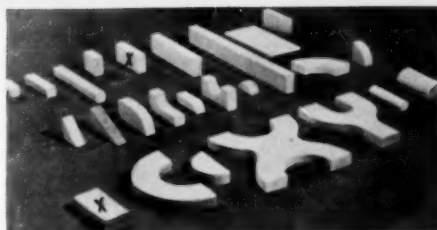


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FOR PUSHING AND PULLING—

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Sturdy, all-wood construction
Length 3 feet, six inches

Price	\$6.32
With Tow Rope	\$6.52



FOR BUILDING—Unit Blocks precisely made of selected close-grain hardwood

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92 blocks, 6 shapes	
120 units volume	\$14.12
For 4-6 children	
136 blocks, 8 shapes	
240 units volume	\$29.60
For 6-8 children	
204 blocks, 9 shapes	
360 units volume	\$44.12
For 8-12 children	
272 blocks, 13 shapes	
480 units volume	\$59.92
For 12-16 children	
408 blocks, 16 shapes	
720 units volume	\$89.28

COMMUNITY PLAYTHINGS

MACEDONIA COOPERATIVE COMMUNITY

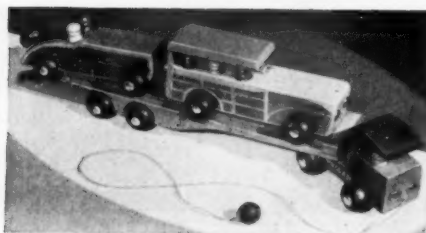
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Promotes
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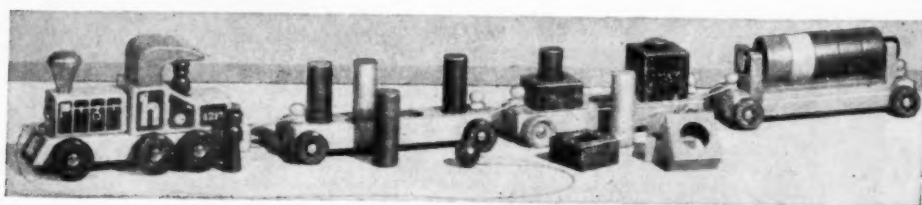
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AUTO
CONVOY
TRAILER . . .

20" long.
Two cars,
tractor and
trailer for
loading and
unloading.
3 to 8 years.



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SHOE . . .

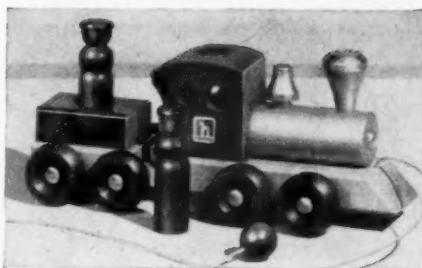
Old woman,
children and
shoe from the
beloved nursery
rhyme. Teaches
child to lace
his own shoes.
2 to 5 years.



No. 1212
ACTIVITY
TRAIN . . .

Develops
mechanical
skills and
concentration.
Cars uncouple.
Squares and discs
double as extra
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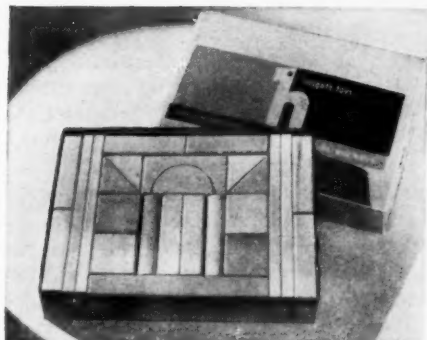
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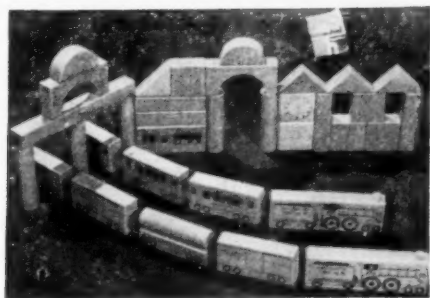
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Baby can
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Also exciting
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11 colorful
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Encourages
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36 blocks in
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shapes inspire
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Cannot split,
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36 Holgate-safe
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others, to build
the station.
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Holgate Toys are
meant for fun . . . and
much more! They are
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and motor skills at
each age level . . .
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HOLGATE TOYS

HOLGATE BROTHERS, KANE, PA.

Visit the
HOLGATE TOYS DISPLAY
at the 1951 Study Conference
of the Association for
Childhood Education
International,
in Seattle, Washington,
March 26-30.

Books for CHILDREN...

Editor, LELAND B. JACOBS

Children naturally like to learn about life and living. Sometimes they do not like the prescribed pattern of learning demanded by the school. Sometimes they learn in spite of the teaching that they get. Sometimes they have to create their own learning situations, without much help from the adults in their lives. But they do have deep and insistent curiosities and intellectual questings. They do learn.

Many fine modern writers are lending their talents to the inspiring task of helping children learn. They are sharing with children their knowledge and their skill as writers, building concepts, deepening insights, explaining and interpreting and projecting facts and ideas as dynamic tools of thinking. Such writers dare to give children big ideas about natural phenomena, scientific advances, the lives of significant people, and the world's social progress. Children enjoy informational books that give them exciting big ideas. Children appreciate authors and illustrators who help them learn.

BENJAMIN FRANKLIN. By Ingri and Edgar Parin d'Aulaire. Illustrated by the authors. New York: Doubleday and Co., Inc., 14 West 49th St., 1950. Pp. 47. \$2.50. The d'Aulaires do not add greatness to Franklin's character. That history has already amply given him. Nor is this an unusual biography in the sense that it throws new light on Franklin's life. These writers have relied largely upon the well-known, oft-repeated stories told about this historical figure. Yet *Benjamin Franklin* is a distinctive book for children in the middle grades in several respects.

In the first place, the authors have been so astutely selective in giving an overview of the life of Benjamin Franklin that one has the sense of comprehending the wholeness of his productive life. In the second place, the fresh and unhackneyed prose rhythms admirably fit the various periods of the great man's life, rising to inspiring cadences in each of Franklin's new achievements. And in the third place, the harmonious eye-appeal-

ing drawing of these artists bespeaks fittingly Franklin's talents as a man of action. Moreover, no book about the great Philadelphian would really be complete without some of the most famous of the sayings of Poor Richards, and the d'Aulaires have included them as appropriate and decorative footnotes to many pages of the text.

Benjamin Franklin's distinctive approach to all sorts of problems makes him an excellent subject for Ingri and Edgar Parin d'Aulaire. In a very real sense what they have accomplished in their latest book is a salute from two fine creative talents to one of America's most fertile, original minds.

THE FIRST BOOK OF BASEBALL. By Benjamin Brewster. Illustrated by Jeanne Bendick. New York: Franklin Watts, Inc., 285 Madison Ave., 1950. Pp. 96. \$1.50. "Batter Up" signifies the ever-popular game of baseball to the typical American child. From the first days of spring on the local sand lot to the exciting autumn days when winning teams from the American and National Leagues battle through the World Series, bats and balls and mitts and bases are familiar play equipment for both girls and boys.

Baseball is more fun for the fans if they know something about it. That is what Benjamin Brewster believes, and so he has put down succinctly, in lively fashion, a great deal of interesting information concerning the game. He describes the diamond and standard equipment; he explains the common plays; he gives details of the role of each player; he interprets the scoring; and he delightfully introduces the current language lore of the baseball player.

The large, clear type, the diagrammatic illustrations, and the uncrowded pages will all add to the enjoyment and readability of this book. Even slow readers—particularly boys in the later elementary grades—will probably want to check up on their game, with the help of *The First Book of Baseball*.

FAMOUS ENGINEERS. By Sarah Ruth and Emily Watson. New York: Dodd, Mead and Co., 432 Fourth Ave., 1950. Pp. 152. \$2.50. Here are the life stories of sixteen famous figures from the annals of the history of engineering, men whose feats in various kinds of construction work have contributed

(Continued on page 336)

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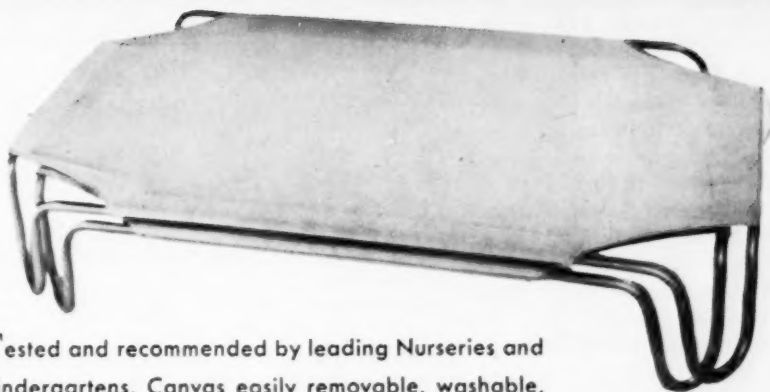


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Books for Teachers . . .

Editor, RUTH G. STRICKLAND

YOUR CHILD AND OTHER PEOPLE. By Rhoda W. Bacmeister. Boston: Little, Brown and Co., 34 Beacon St., 1950. Pp. 299. \$3. The growth and development of a happy, well-integrated self in relationship with other people young and old, is simply, clearly and soundly dealt with in this book. It deals primarily with the young child. There are chapters which clarify a modern view of the "needs" and "roots" of the developing self. Other chapters show how these needs are met and the roots deepened and strengthened.

Two of the most timely and most helpful chapters are those dealing with "creative discipline" and "what makes character."

To all who live with young children at home or in groups and who wish to do it more effectively this book is whole heartedly recommended.—Reviewed by INA K. DILLON, psychologist, Los Angeles.

ELEMENTARY-SCHOOL STUDENT TEACHING. By Raleigh Schorling and G. Max Wingo. New York: McGraw-Hill Book Co., 330 W. 42nd St., 1950. Pp. 452.

\$3.75. Many thoughtful educators have observed that beginning teachers—and especially student teachers—usually find themselves in need of special resources for making an effective transition from the role of student to that of teacher. One of the most valuable of these resources appears to be a strong interest in children and a wholesome attitude toward the process of learning to understand them. Another essential asset seems to be a comfortable, working knowledge of the professional relationships involved in becoming an effective member of a professional team in a school system.

In addition, beginning teachers undoubtedly derive genuine value from a store of specific techniques which may be tapped at moments when the solutions to particular problems or conditions are sought. Finally, the inexperienced teacher needs a clear, sound, and modern philosophy regarding the role of the teacher. Such a philosophy of education lends meaning to her professional

activities and suggests a basis for her evaluation of them.

Elementary-School Student Teaching contributes to each of these resource areas in an interesting and informative way. Its message is general enough to be comprehensive and applicable and specific enough to be practical, readily understandable, and helpful. It is realistic about the demands of teaching without suggesting that the teacher's job is an overwhelming or frightening one.

While the book is designed specifically for student teachers, much of the material contained in its pages might well be utilized by beginning and experienced teachers. It should furnish resource material for principals and supervising teachers confronted with the task of defining, organizing, and guiding the teaching experiences of prospective teachers. It should be similarly valuable in the orientation and induction of beginning teachers.

One of the many constructive features of the book is the abundance of illustrative material used to develop and emphasize important aspects of the teaching situation.

Elementary-School Student Teaching fills a real need and should make a genuine contribution to the professional education of elementary school teachers.—HANNE HICKS, assistant professor, Indiana University.

THE RURAL SUPERVISOR AT WORK.

Edited by Marcia Everett. Washington, D. C.: Department of Rural Education, NEA, 1949. Pp. 242. \$1. The last twenty years have brought marked changes in the process of rural education. Expansion of the curriculum to meet the needs of country youth has necessitated a greater teacher understanding of rural problems. In view of the fact that rural teachers as a class are inadequately prepared to recognize and alleviate the problem situations in a local community, this deficiency must be met, at least in part, through proper guidance and better opportunities for inservice training. Such a program is possible only when adequate leadership is coupled with an understanding and cooperative teaching staff.

This book meets the need for a handbook that can be used as a practical guide in the supervisory program in country schools—a guide that enables teachers, supervisors, and

(Continued on page 340)

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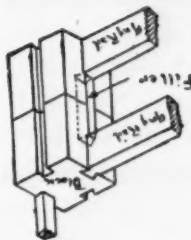
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Books for CHILDREN

(Continued from page 332)

significantly to modern civilization. From the pages of this book the ten- to twelve-year-old reader gets to know some of the people whose ideas have made possible bridges, canals, tunnels, railroads, lighthouses, factories, and manufacturing in structural steel.

These brief biographies are simply told, free from sentimentality but full of honest sentiment. To give the reader a feeling for these famous engineers, the writers use pertinent anecdotes that convey very well the human qualities of these people with big ideas. The total effect of this book is not only one of rejoicing in individual achievements. It gives also an exhilarating sensing of the potential of the work of the engineer in contributing to the welfare of mankind.

EVERYDAY MACHINES AND HOW THEY WORK. By Herman Schneider. Illustrated by Jeanne Bendick. New York: Whittlesey House, 330 West 42nd St., 1950. Pp. 192. \$2.50. Modern children are so surrounded by mechanical gadgets and

devices that they seldom realize how completely dependent upon various kinds of machines they are. As Herman Schneider, science coordinator for the New York Public Schools, says on the first page of this book, "Your house is full of machines and devices that make work easier and more fun, and in this book you will learn how many of them work." From this point of view the author proceeds to explain the fascinating workings of such things as medicine droppers, faucets, coffee percolators, piano stools, fluorescent lights, hair clippers, refrigerators, thermometers, and many other everyday machines in the typical American home.

Schneider knows children in the later elementary grades very well. He senses what they will want to know and he can make explanations that they will eagerly read and comprehend. His style is informal, graphic, and in the modern idiom. Jeanne Bendick's many line drawings augment the verbal explanations very well and are consistently well placed in relation to the text. There is only this one major difficulty with Schneider's work: Youngsters may find it practically impossible to get the book away from their teachers and parents who are too engrossed in the content to remember that they really got the book for the children.

CATS. By Wilfred S. Bronson. Illustrated by the author. New York: Harcourt, Brace and Co., 383 Madison Ave., 1950. Pp. 76. \$2.

Here Wilfred Bronson has written about all kinds of cats, country cats and apartment cats, pedigreed cats and alley cats, tame cats and wild cats. He describes the physical characteristics of cats, and their habits. He tells how to care for and play with cats as pets. He relates the common household variety of feline pet to its ferocious relatives, the lions, tigers, leopards, cheetahs, jaguars, and lynxes. He ends his well-told, informative account of this species of animal with the thought that "all cats, from lions and tigers to Persians and tabbies are much alike beneath their fur, except for size" and with the hope that the young reader "may enjoy more than ever the company of that tiny tiger or little lion who shares your home den with you!"

As in *Turtles*, *Starlings*, or *Coyotes*, Bronson again capitalizes upon the children's interests in pets and animals.

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Bulletins and Pamphlets

Editor, CELIA BURNS STENDLER

GUIDE FOR ELEMENTARY EDUCATION IN OREGON. Primary Division, Pp. 57. Intermediate Division, Pp. 71. Upper Division Pp. 45. Issued by Rex Putnam, Superintendent of Public Instruction, Salem, Oregon. 1949. No price given. "Course of study" is much too formidable a term to apply to these attractive guides for elementary education; however they do serve to help teachers today become oriented to the work of the classroom in much the same fashion that older courses of study did. The guides differ in that they place a much greater emphasis upon children whereas courses of study tended to emphasize subject matter.

But while progress has been made in softening up rigid subject-matter requirements and in seeing children as children, modern guides to education still have a long way to go. The Oregon guides are examples of good guides being published today. We can use them to point out weaknesses and strengths in such guides.

The strengths undoubtedly lie in the child development emphasis incorporated into the materials. Each guide includes growth and development characteristics for children at each age level. The "Reasonable Expectations" for each grade include growth in areas of social and emotional development as well as in intellectual understanding. Under "Evaluation" are questions for teachers to ask which include evaluation of attitudes and interests as well as skills. Source materials are not confined to textbooks but list visual aids of many different kinds.

The Oregon guides, then, have a good child development point of view and contain a mine of information for the teacher of a practical nature. Their weakness—like others of the "good" type—is that they fall down in

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the area of intellectual development. They no longer emphasize mere accumulation of facts but the "units" which they recommend are unrealistic and sterile. "Culture" units, for example, are recommended at the fourth grade level, community helpers for the second grade. Such units have been critically analyzed by many writers in *CHILDHOOD EDUCATION*; "culture" units have been brilliantly and thoroughly dissected by Wanda Robertson in her doctoral study.

It is hoped that future guides for elementary teachers will continue to grow in their emphasis upon children and will also make progress in the equally important but neglected area of what should children learn.

PLANNING AN ELEMENTARY SCHOOL.

A Report to the Board of Education, Scarsdale, N. Y. Mimeographed. June 1949. No price given. In these days of rapidly expanding school building programs the question of how an educational staff might best participate in planning is a very important one. The teachers of Scarsdale have done an admirable job of answering that question. In their impressive, 102 page, mimeographed

report to the Scarsdale Board of Education, they have developed a proposal for an elementary building to house the educational program emerging in their schools.

The report sets forth six principles of education which Scarsdale teachers recognize as basic to an educational program: (1) children are individuals, (2) each child should have at his command certain basic learnings and skills, (3) children need guidance, (4) children need a good health and physical education program, (5) the school should provide the child with a variety of progressively broadening experiences, (6) the school must keep abreast of progress in the methods and philosophy of education.

The report presents a detailed description of a school plant consistent with these principles. First the reader is taken on a tour of the building and has described for him the general appearance, colors, furniture, storage areas, work areas and the like in hallways and classrooms. Then each classroom, special rooms such as the library, music room, art room, health room are visited. In each case a description of the educational activities in the room is included.

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Books for TEACHERS

(Continued from page 334)

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Reviewed by EDDIE C. KENNEDY, director, Elementary Education, Glenville State College, Glenville, West Virginia.



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Films Seen and Liked...

Editors, ESTHER ASCHEMEYER
and ALBERTA MEYER

CHILD NEEDS AND GUIDANCE. *Produced by Popular Science, 353 Fourth Ave., N. Y., 1949. Color, \$14 per set of 2 filmstrips. 53 frames. Silent. For parents, teachers and other adults.* This filmstrip, one of a series of two, stresses the application of guidance in the home and early life of the child. It indicates two basic needs—food and love—and how they are met. It also portrays the behavior of children in whom these basic needs have not been met and indicates the use of praise and attention as important techniques in helping these children. Limiting the basic needs to two and the ways of developing security to two is good because too many ideas cannot be absorbed at the same time.

The presentation is not always easy to follow because there is so much throwback; careful previewing is recommended in order that observer may be prepared for this type

of presentation. Despite this, however, the filmstrip would be useful for parent-teacher conferences and meetings, orientation of new teachers, in-service education and church school groups. It is unfortunate that some frames show old-fashioned desks in overcrowded schoolrooms, as this makes the photography unclear.—Reviewed by MAYME A. SWEET.

THE WHY AND HOW OF GUIDANCE.

Produced by Popular Science, 353 Fourth Ave., N. Y., 1949. Color, \$14 per set of 2 filmstrips. 49 frames. Silent. For parents, teachers and other adults. This filmstrip presents the idea that effective guidance must be a shared responsibility of home and school. Neither teachers nor parents can do the job alone, and each can help the other immeasurably. Many concepts of the growth theory are illustrated: a happy, permissive atmosphere (which does not mean abandonment of order or control), the development of responsibility and independence through tasks that are in accordance with one's maturity; the alternation of rest and activity as desirable procedure; the developmental value of the problem-solving approach. The filmstrip will have many uses with parent and teacher groups of all kinds.—Reviewed by MAYME A. SWEET.

WONDERS IN A COUNTRY STREAM.

Produced by Churchill Wexler Film Productions, 5714 Sunset Boulevard, Hollywood, Calif., 1949. Black and white, \$40; color \$80. 10 min. Sound. For primary and intermediate. Those who have used *Wonders in Your Own Backyard* will welcome this companion film by the same producer. It is distinguished by excellent photography; clear, well-paced narration; and two fine child actors. The story is simple—two youngsters go wading in a country stream and soon discover some of its wonders: a damsel fly on the wing, a caddis-fly nymph in its pebble-covered case, a baby snapping turtle, a newt and a tiny tee frog.

(Continued on page 344)

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Films Seen and Liked

(Continued from page 342)

The development of newts from eggs and frogs from polliwogs is briefly depicted. Few children who see this film will fail to look with awakened interest at any country stream. The care with which small animals are handled in the film should encourage kindness toward animals.—A.M.

STORY OF THE BEES. *Produced by United World Films, Inc., 105 E. 106th St., N. Y., 1948. Black and white, \$90; rent \$6. 22 min. Sound. For intermediate and junior high.* The film presents the role of the bee in the pollination of plants as well as its life cycle and community organizations within the hive. There are close-ups of depositing eggs, development and birth of fully-formed bees, and their entry into the life of the hive. The specialized work of the queen, drones, nurses, soldiers, nectar gatherers, builders and queen's attendants is made clear; the concepts of cooperation and organization are well developed. The accuracy

of some scientific facts was questioned, and it was felt that color photography would be a great improvement.—Reviewed by MAYME A. SWEET, supervisor, Denver Public Schools.

ADVENTURING PUPS. *Produced by Young America Film, Inc., 18 E. 41st St., N. Y., 1948. Black and white, \$40. 8 min. Sound. For kindergarten and primary.* This is the story of three beagle pups and their adventures on a farm and in the woods. In natural situations, there is both action and good humor. The film should stimulate observation by children of the characteristics and actions of dogs and several other animals.—Reviewed by MAYME A. SWEET.

SWITZERLAND, MOUNTAIN FARMERS. *Produced by United World Films Inc., 1445 Park Ave., N. Y., 1949. Black and white, \$100; rent, \$6. 20 min. For grades 6-12.* Life in rural Switzerland is beautifully portrayed. The film brings out very adequately adaptations which have been made to environmental conditions and stresses cooperative living among the people. Animated maps are used to give concepts of Switzer-

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land's inland position. The photography is beautiful; the pacing of the narrator is excellent.—E. A.

ADVENTURE IN TELEZONIA. *Produced by Bell Telephone System, Educational assistance from the Audio-Visual Materials Consultation Bureau, Wayne University, Detroit, 1949. Color, loaned free. 18 min. Sound. For primary and intermediate.* This fascinating "package" of visual aids consists of: *Adventure in Telezonia*, a sound motion picture; *How We Use the Telephone*, a color filmstrip of 51 frames; *The Telephone and How We Use It*, a 24-page illustrated booklet for pupils furnished in sufficient quantities so each child has one; two telephone instruments of the type used locally; two local telephone directories; and a teacher's guide.

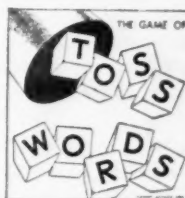
Adventure in Telezonia is a whimsical blend of reality and fantasy. When Bobby loses his dog he tries to use the telephone to get help. His mistakes attract the attention of a gnome, Handy, who escorts him to Telezonia. In this imaginary land, inhabited by marionettes, Bobby is helped to find his dog through correct use of the telephone.

Marionette characters also appear in *How*

We Use the Telephone, but this filmstrip is not a still version of the motion picture. It allows for much child participation and activity. Although most effectively used along with the film, *How to Use the Telephone*, it could easily be used alone with good results. It is designed to teach skills and present information, whereas the film is primarily intended to develop attitudes. The addition of individual booklets, telephone instruments and directories to the kit greatly increases its effectiveness as a teaching tool.—A.M.

JUDY'S SMILE. *Produced by Avis Films, Inc., 932 N. La Brea Ave., Hollywood, Calif., 1948. Black and white, \$35. 10 min. Sound. For primary. In the film Judy, a*

(Continued on page 346)



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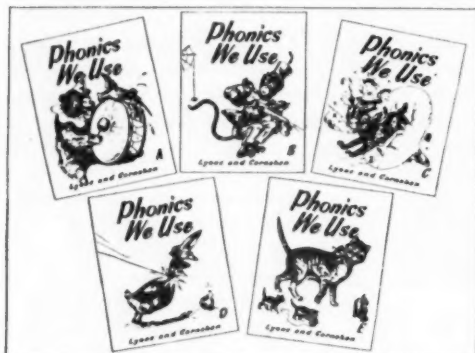
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Films Seen and Liked

(Continued from page 345)

primary child, learns to take care of her teeth by brushing them properly and going to see her dentist twice a year. The film is especially good because it gives specific directions on brushing the teeth in brief captions written in manuscript and in words of one syllable that can be easily read by primary children.

Only one practice—that of brushing teeth—is stressed. The teacher would need to supplement the film by pointing out other essential practices, such as good food, visits to the dentist, and safe practices in play. The need for *two* tooth brushes is over-emphasized. In many households only one is provided; the main point to be stressed is that the brush be *dry*.—Reviewed by MAYME A. SWEET.



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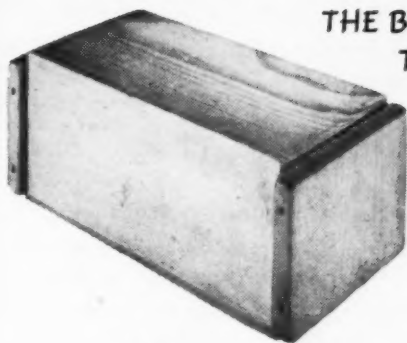
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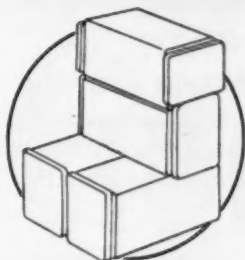
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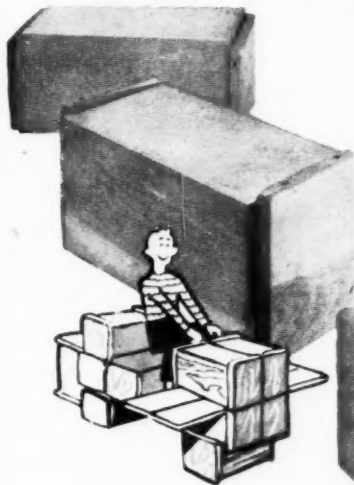
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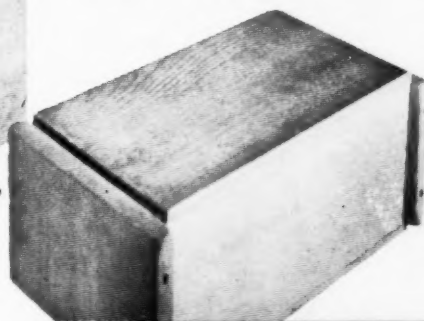
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